COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL RESPONSIBILITY

1.1 - Deliver Services Within Scope of Practice

Purpose & Context

Career Development Professionals (CDPs) provide services within their scope of practice to meet legal and professional obligations. In situations where clients present with complex physical, mental, and cognitive issues, CDPs refer clients to qualified professionals for treatment and care.

Effective Performance

Competent career development professionals must be able to:

P1. Obtain signed informed consent for all services to be delivered;

P2. Practice within professional competence and qualifications;

P3. Provide career planning services tailored to client needs, e.g. identification of career goals, assist in career exploration, assist in job search;

P4. Maintain records and documentation;

P5. Protect confidentiality;

P6. Consult with other professionals on questions regarding ethical obligations or professional practice;

P7. Arrange for continuation of service when required, e.g. vacation, illness;

P8. Refer clients who present with complex physical, mental, and cognitive challenges to qualified professionals for treatment and care;

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Professional Code of Ethics;

K2. Professional standards of practice within the CDP's scope of work;

K3. Areas of client needs within scope of practice for CDPs:

- Pre-employment challenges, e.g. housing, addiction;
- Attitudes and attributes, e.g. self-agency, openness to change, motivation;
- Career exploration and decision-making, e.g. assessment, goal setting;
- Skills enhancement, e.g. formal training, voluntary activities;
- Job search, e.g. résumé writing, employment interviews;
- Job maintenance, e.g. teamwork, acting on feedback;

K4. Scope of practice of qualified professionals in affiliated fields;

K5. Community resources and qualified service providers, including how to access them.

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Scope of practice:** knowledge, skills and abilities necessary to provide quality career development interventions. These competencies are identified in the Career Development Professional competency framework.
- **Self-agency:** the power an individual has over their own life. Self-agency means that an individual has a sense of control over their actions or events that may affect them.

INFORMATION SOURCES AND RESOURCES FOR CONSIDERATION

- None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate Risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To ensure client wellbeing, a career development professional should perform this competency immediately upon entering practice.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL RESPONSIBILITY

1.2 - Maintain Professional Boundaries

Purpose & Context

Career Development Professionals (CDPs) maintain professional boundaries with clients to protect the client from potential harm. CDPs have a relationship of trust with their clients, who may feel vulnerable under certain circumstances, such as when they are disclosing personal history and personal needs. This relationship may create a power imbalance, or a sense that the CDP has influence on the level of services or support the client will be offered.

CDPs must use professional judgement to prevent boundary issues from arising and to establish and manage boundaries in a variety of circumstances, including the prevention and management of possible conflicts of interest. Managing boundaries relates to client's personal dignity, privacy and self-agency.

Professional boundaries extend beyond the client relationship, such as when CDPs assume supervisory responsibilities and have influence over workplace colleagues.

Effective Performance

Competent career development professionals must be able to:

P1 Comply with Code of Ethics

P1 Maintain client relationship boundaries:

- Determine whether action or circumstance constitutes a conflict of interest;
- Communicate in a non-judgemental manner;
- Introduce self by name and professional title;
- Address client by preferred name and title;
- Respect uniqueness and diversity of each client, i.e. be aware of comments, attitudes and behaviours that may cause discomfort or challenge client beliefs, values, lifestyle or culture;

P2 Prevent boundary violations:

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- Refrain from engaging in personal, sexual or romantic relationships with clients;
- Refrain from giving or receiving significant gifts;
- Avoid dual or overlapping relationships, e.g. professional affiliations;
- Schedule appointments during regular work hours in professional setting, e.g. defined work office;

P3 Identify vulnerable situations, such as:

- Sexual attraction;
- Misinterpretation of gestures, e.g. touching;
- Helping client financially, e.g. pay rent, buy lunch;

P4 Seek guidance from professional association, as required, e.g. national or provincial association;

P5 Transfer client to qualified professional, if required;

P6 Document actions taken;

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1 Common types of boundary violations, for example:

- Sexual relations;
- Accepting social invitations from clients;
- Receipt or exchange of gifts;
- Financial dealings;
- Conflicts of interest;
- Breaches of trust;
- Seeking client advice in their area of expertise, e.g. financial investments;
- Calling family members for information the client refuses to disclose;

K2 Code of Ethics;

K3 Professional practice guidelines;

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Self-agency:** the power an individual has over their own life. Self-agency means that an individual has a sense of control over their actions or events that may affect them.

INFORMATION SOURCES AND RESOURCES FOR CONSIDERATION

- None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To ensure client wellbeing, a career development professional should perform this competency immediately upon entering practice.

Autonomy

— Practitioners typically perform this competency without **supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL RESPONSIBILITY

1.3 – Obtain Informed Consent

Purpose & Context

Career Development Professionals (CDPs) provide clients (or a legally authorized representative) comprehensive information that will allow them to make informed decisions on the services to be provided. Prior to engaging with any services, CDPs must provide a written statement of consent and review it with the client and answer all questions. Where needed, CDPs arrange for an interpreter or translation of documents to ensure the client understands the information being shared. When ready, clients sign the agreement.

Effective Performance

Competent career development professionals must be able to:

P1 Prepare statement of consent:

- Describe nature of all services;
- List credentials and experience;
- Outline billing arrangements, as applicable;
- Define rights to confidentiality;
- Describe limits of confidentiality;
- Explain right to refuse any service;

P2 Arrange for service of interpreter or translation of document, as required;

P3 Give copy of statement of consent to client:

- Read each statement;
- Explain risks, benefits, and other essential information;
- Explain rights and responsibilities, e.g. confidentiality and its limitations;
- Confirm understanding of information;
- Answer all questions;

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P4 Obtain signed copy of consent document;

P5 Offer copy of the signed document to client/representative;

P6 Advise client of options and referral, e.g. if they refuse to sign agreement;

P7 Update statement of consent, as required;

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1 Code of Ethics;

K2 Policy and procedures surrounding the attainment of informed consent;

K3 Legislative requirements on the use of personal information, e.g. Personal information and Electronic Documents Act (PIPEDA);

K4 Limitations of confidentiality;

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Informed consent:** client's right to be informed, understand, and agree to the services to be provided, roles and responsibilities of the service providers and how information collected during the process will released to others and for what purpose. Signed consent is required as proof of consent. Informed consent is obtained at the beginning of a process and may be required again if the nature of the services provided are later updated or revised.

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Minimal difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL RESPONSIBILITY

1.4 – Protect Information and Records

Purpose & Context

Career Development Professionals (CDPs) obtain clients' consent to gather, store and share personal information. CDPs maintain and secure confidentiality of information collected. CDPs adhere to relevant legislation regarding storage of personal information.

Effective Performance

Competent career development professionals must be able to:

P1. Explain purpose of records;

P2. Explain how records are stored, protected, and maintained, for example:

- Security measures, e.g. encryption, restricted access;
- Duration of storage;

P3. Explain right to confidentiality;

P4. Explain when confidentiality may be breached, for example:

- There are reasonable grounds to believe client will harm themselves or others;
- There are reasonable grounds to believe client under 17 years old is at risk of abuse or neglect;
- Disclosure of sexual abuse as required by a regulated health professional;
- Records are subpoenaed by court of law;

P5. Obtain informed consent for:

- Data collection and storage;
- Disclosure of records;

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- Transfer of records;

P6. Secure records transfer, e.g. secure mailing process, encrypted web-based transmission, locked bag or box labelled 'Confidential' with a 'Return to Sender' address label;

P7. Use information collected only for its intended purpose;

P8. Protect records and documentation, for example:

- Leave no private documents unattended;
- Label documents as confidential, where appropriate;
- Restrict access to authorized persons only;
- Keep computer screens from the sight of others;

P9. Use non-disclosure agreements when sharing information with authorized persons, e.g. other professionals;

P10. Use discretion when discussing confidential information:

- Ensure person has authorized access to information, e.g. signed non-disclosure agreement;
- Discuss sensitive information in private setting only;
- Disclose only required information;

P11. Maintain records:

- Verify accuracy;
- Update information as needed;
- Destroy records in compliance with legal requirements;

P12. Secure storage, for example:

- Restrict access to authorized persons;
- Back up electronic files periodically;

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- Verify antivirus and anti-malware software is working and updated frequently;
- Check system for infections on a regular basis;

P13. Report breach of confidentiality;

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics;

K2. Legislation and procedures relevant to confidentiality and privacy, e.g. Nova Scotia's Personal Health Information Act, Personal Information Protection and Electronic Documents Act (PIPEDA);

K3. Organizational confidentiality policies and procedures;

K4. Secure data storage technology, e.g. digital databases;

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Provincial legislation may provide additional guidelines or restrictions on how clients' data can be recorded, stored, and handled.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL RESPONSIBILITY

1.5 – Represent Career Development Qualifications

Purpose & Context

Career Development Professionals (CDPs) make accurate statements regarding their qualifications (professional training and credentials) and professional affiliations to protect the integrity of the practice.

Effective Performance

Competent career development professionals must be able to:

P1. Comply with certification marks usage guidelines e.g. Certified Career Development Professional (CCDP):

- Trademarks must be displayed and reproduced according to guidelines set by the governing body;

P2. Report unauthorized use of certification marks;

P3. Where clients have inaccurate expectations:

- Provide clear explanation of qualifications;
- Communicate limits of qualifications;
- Correct misunderstandings of qualifications;

P4. When making public statements:

- Clarify whether presenting personal views or speaking on behalf of professional field;

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Certification marks usage guidelines

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Designation mark:** a graphic or logo, only to be used by holders of a specific certification.

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— No difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To ensure clients can make informed decisions, a career development professional should perform this competency proficiently immediately upon entering practice.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: ETHICS AND REGULATIONS

2.1 – Comply with Legislation and Regulations

Purpose & Context

Career Development Professionals (CDPs) comply with relevant legislation and regulations to prevent litigation, prevent reputational damage, and protect clients from potential harm.

Effective Performance

Competent career development professionals must be able to:

P1. Keep current with changes to legislation and regulations that impact professional practice

P2. Comply with legislation and regulations relevant to practice

P3. Verify organizational policies and procedures align with legislation and regulations:

- Review organizational policies and procedures
- Identify areas of non-compliance
- Recommend adjustments

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Legislation and regulations relevant to employment, e.g. Human Rights Legislation, Canada Labour Code, Privacy Act, Workers Compensation Act, Employment Standards, Occupational Health and Safety

K2. Organizational policies and procedures

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs must be aware of, and comply with, federal legislation as well as regulations specific to the jurisdiction in which they practice. In addition, specific client groups (e.g. youth) may have additional legal protections that CDPs must comply with.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To ensure clients can make informed decisions, a career development professional should perform this competency proficiently immediately upon entering practice.

Autonomy

— Practitioners typically perform this competency **with and without supervision**, and **alone and as part of a team**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: ETHICS AND REGULATIONS

2.2 – Follow Ethical Decision-Making Process

Purpose & Context

Career Development Professionals (CDPs) adhere to a professional Code of Ethics. CDPs use ethical decision-making to determine the course of action required to address professional challenges or dilemmas.

The Code of Ethics sets requirements on key areas of practice, such as informed consent, respecting client rights to privacy, relationships with clients, organizations, and other professionals.

Effective Performance

Competent career development professionals must be able to:

P1. Recognize situations that present ethical challenges or dilemmas, e.g. possible violation of Code of Ethics, professional standards, or organizational policy

P2. Review relevant information, e.g. organizational policies and procedures, Code of Ethics, standards of practice, professional literature

P3. Identify relevant ethical behaviour, e.g. boundaries of relationship, confidentiality of client data, scope of practice

P4. Evaluate the information:

- Identify possible alternative courses of action
- Determine impact, e.g. short, medium, long term
- Identify likely consequences

P5. Seek advice from others, e.g. experienced practitioners, supervisor, national professional association, legal representative

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P6. Decide on course of action

P7. Communicate decision to affected persons

P8. Evaluate outcome

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics

K2. Examples of breach of ethics, for example:

- Lying or intentionally misleading others
- Violating laws or regulations
- Failing to ensure privacy and confidentiality of information
- Proceeding with insufficient expertise or lack of qualifications
- Conflict of interest

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Stakeholder needs and preferences will vary; ethical issues often involve a wide range of stakeholders, such as the community or environment, and additional needs and preferences, such as dignity, rights and fairness. In addition, there may be multiple and/or conflicting ethical issues stemming from a single situation, adding complexity to this task..

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Safeguards:** measures or actions taken to prevent reoccurrence of an issue, to protect someone or something or to prevent something undesirable.

Information Sources and Resources for Consideration

- None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Unexpectedly, e.g. when emergency arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To ensure clients can make informed decisions, a career development professional should perform this competency proficiently immediately upon entering practice.

Autonomy

— Practitioners typically perform this competency **with and without supervision**, and **alone and as part of a team**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: CLIENT-PRACTITIONER RELATIONSHIP

3.1 – Establish and Sustain Working Alliance

Purpose & Context

Career Development Professionals (CDPs) establish and sustain a working alliance with clients to ensure ongoing identification, monitoring and achievement of client goals remains the focus of all interactions. Appropriate attitudes and communication skills are essential to building a relationship of respect and trust. CDPs work with the client to ensure that all professional behaviours and actions are focused on meeting the unique needs of the client.

Effective Performance

Competent career development professionals must be able to:

P1. Interact respectfully:

- Be punctual, e.g. start appointments on time
- Be truthful
- Respect client's uniqueness, e.g. values, preferences, autonomy, ethnocultural beliefs, expressed needs
- Be open-minded, e.g. avoid individual biases, manage role perceptions, avoid stereotyping, be willing to accept new ideas

P2. Prepare welcoming environment, for example:

- Tidy meeting space, e.g. keep desk clutter to a minimum, store materials in their proper place, wipe down surfaces
- Provide comfortable seating
- Reduce noise and eliminate distractions, e.g. turn off radio, store handheld device/phone, set telephone calls to voicemail, close office door

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- Welcome client by name
- Introduce self by name

P3. Identify possible barriers that limit ability to establish rapport or working alliance, e.g. language, cultural factors, ability to access services, mental health concerns

- Work with client to identify and implement strategies to overcome barriers

P4. Discuss roles and responsibilities of CDP and client

P5. Confirm agreement to work together

P6. Respond to client's needs in a responsive manner:

- Focus full attention on client
- Seek input and feedback to develop clear understanding of needs:
  - Listen actively, e.g. allow silence, seek clarification as required
  - Allow client to lead conversation, e.g. avoid dominating the discussion, avoid interrupting
  - Allow client the time needed, i.e. don't rush the conversation
- Adapt/tailor approach to fit client's needs considering cultural factors, cognitive status, literacy level, religious and other requirements:
  - Adjust way of communicating, e.g. use language appropriate to client
  - Accommodate requests, as needed

P7. Encourage self-confidence, self-sufficiency, and self-determination:

- Describe client's responsibilities and rights, e.g. human rights, service rights
- Reach shared understanding of respective roles in making decisions and completing tasks
- Help client take active role in achieving goals:
  - Provide information, tools, and resources to help client make informed decisions

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- Seek agreement on next steps towards meeting goals

- Recognize efforts, e.g. acknowledge progress towards goals

P8. Ensure follow-up and next steps are clear before end of appointment

- Encourage check-ins between appointments for additional questions, concerns, or supports, e.g. by phone, email

P9. Check on progress outside of scheduled appointments

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Communication strategies

K2. Interpersonal skills

K3. Attitudes underpinning the working alliance.:

- Empathy, i.e. ability to understand and share feelings
- Authenticity, i.e. expressing self truly and genuinely
- Respect, i.e. acceptance of others' feelings, rights, or customs regardless of agreement

K4. Client's service rights

Contextual Variables

- Competent career development professionals must be able to perform this competency in the following range of contexts:

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

Information Sources and Resources for Consideration

- *The Working Alliance – Training Workbook*. Ottawa: VOCO Training Centre, 2019.

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

To become proficient in establishing working alliances, a career development professional requires a minimum experience of working with 20 clients.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL RESPONSIBILITY

3.2 – Build Self-Agency

Purpose & Context

Career Development Professionals (CDPs) build self-agency of clients to promote independence and resilience, increase motivation, and reduce anxiety. Building self-agency also helps increase clients' sense of control, hope, and confidence in their ability to achieve career goals.

Effective Performance

Competent career development professionals must be able to:

P1. Identify expressions of low self-agency, for example:

- Perceived incompetence, e.g. "I wouldn't be able to do that"
- Low outcome expectations, e.g. "I could do that, but it wouldn't work"

P2. Deliver intervention to improve self-agency, for example:

- Set achievable, short-term goals
- Select activities perceived as low-risk, e.g. list experiences to include in résumé
- Explore expressed interests, i.e. use intrinsic motivation
- Select activities to develop independence, e.g. ask client to complete self-assessment at home

P3. Assess impact of low self-agency beyond career development, e.g. mental health

P4. Refer to qualified professional, if required

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Causes of low self-agency, e.g. trauma, long-term unemployment

K2. Indicators of low self-agency, e.g. expressions of perceived incompetence

K3. Effects of low self-agency, e.g. pessimism, avoidance of goal setting

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Depending on the client, low self-agency, i.e. a lack of perceived control over their own life, can pose a key barrier to career development. In this situation, its improvement should be a CDP's primary goal.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Self-agency**: the power an individual has over their own life. Self-agency means that an individual has a sense of control over their actions or events that may affect them.

Information Sources and Resources for Consideration

— Betz, N. E., & Hackett, G. Concept of agency in educational and career development. *Journal of Counseling Psychology*, 34(3), 1987, pp 299–308. https://doi.org/10.1037/0022-0167.34.3.29919.

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Occasionally, e.g. generally several times in a month

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum experience of working with at least 40 clients experiencing low self-agency.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: CLIENT-PRACTITIONER RELATIONSHIP

3.3 – Help Clients Address and Prevent Conflict

Purpose & Context

Career Development Professionals (CDPs) help clients address conflicts in their professional and personal lives. This prevents issues from escalating, prevents future conflict, and allows clients to focus on their career development.

Effective Performance

Competent career development professionals must be able to:

P1. Discuss conflict:

- Identify parties involved, reason for disagreement, actions taken
- Ask open-ended questions for clarification
- Paraphrase to show understanding
- Assess whether the conflict falls within the CDP's scope of practice, referring to other service providers, if required

P2. Outline ways to handle conflict, for example:

- Handle situations in private
- Remain calm
- Recognize areas of agreement
- Focus on behaviours rather than personalities
- Identify opportunities for compromise

P3. Explain ways to build and sustain healthy relationships, for example:

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- Formulate views clearly to prevent misunderstandings
- Express apologies when warranted
- Seek to understand others' perspectives, i.e. practice empathy
- Treat others as equals

P4. Establish timeline

P5. Record details of discussion

P6. Follow up

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— The nature of conflicts that CDPs help their clients address may be varied, including conflicts with partners, employers and other service providers.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Unexpectedly, e.g. when emergency arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **with** and/or **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: CLIENT-PRACTITIONER RELATIONSHIP

3.4 – Engage Reluctant or Resistant Clients

Purpose & Context

Career Development Professionals (CDPs) recognize that client engagement is critical for successful outcomes. CDPs develop client confidence to engage with the career development intervention, addressing resistance constructively, and acknowledging concerns while seeking to increase engagement.

Effective Performance

Competent career development professionals must be able to:

P1. Recognize signs of reluctance or resistance, for example:

- Missed appointments
- Silence
- Excessive small talk
- Not following up on agreed upon activities

P2. Identify reasons for reluctance or resistance, for example:

- Fear of change
- Unresolved barriers
- Perceived incompatibly between client and CDP, e.g. gender, personality, delivery style
- Systemic barriers and generational history
- Cultural differences, e.g. uncomfortable with discussing personal issues

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- Lack of understanding of services

P3. Work with client to overcome reasons for reluctance or resistance, for example:

- Allow client to express fears
- Acknowledge natural responses to systemic barriers
- Help client visualize positive outcomes
- Identify resources to assist with barriers, e.g. transportation, childcare

P4. Seek client's views on client practitioner relationship, i.e. actively encourage questions/feedback

P5. Adjust intervention to accommodate client needs, as required, for example:

- Provide appointments at times convenient to client
- Lengthen appointments to lower sense of urgency
- Reinforce confidentiality of working relationship
- Refer client to other CDP, if required

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Signs of reluctance or resistance

K2. Reasons for reluctance or resistance

K3. Cultural differences

K4. Strategies to overcome reluctance or resistance

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Resistance can be a result of a range of past experiences which must be addressed by CDPs.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Unexpectedly, e.g. when emergency arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: CLIENT-PRACTITIONER RELATIONSHIP

3.5 – Manage Abusive Client Behaviour

Purpose & Context

Career Development Professionals (CDPs) address abusive behavior when it arises to establish boundaries with clients, prevent escalation, and ensure others are not adversely impacted.

Effective Performance

Competent career development professionals must be able to:

P1. Identify forms of threatening and abusive behaviour to self and others, including:

- Physical violence
- Emotional abuse
- Verbal abuse
- Sexual harassment
- Bullying, including cyberbullying
- Stalking

P2. Maintain composure in abusive situations:

- Remain calm
- Speak clearly and firmly with the client
- Avoid taking clients' words or attitude personally

P3. Ensure safety of self, client, and others:

- Separate client with abusive behaviours from others, if necessary

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- Ask for assistance from colleagues based on proximity, skill set and their relationship with the client, if necessary

P4. Inform client that abusive behaviour is unacceptable and must stop:

- Discuss consequences of continuation of behavior, e.g. termination of services
- Ask client to leave if the behaviour continues

P5. Discuss behaviour with client

- Acknowledge distress
- Suggest resolutions

P6. Assess whether services can continue:

- If yes, handle client concern or complaint
- If no, call for assistance, e.g. supervisor, security, police

P7. Record details of incident in accordance with organization's policies

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Types of abusive behaviour

K2. Conflict resolution techniques

K3. Support resources

K4. Relevant organizational policies

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Unexpectedly, e.g. when emergency arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Very hard or challenging

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional requires a minimum of 5 instances of addressing abusive behaviour.

Autonomy

— Practitioners typically perform this competency **with** and/or **without supervision**, and **as part of a team** and/or **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: CLIENT-PRACTITIONER RELATIONSHIP

3.6 – Help Clients Manage Mental Health

Purpose & Context

Career Development Professionals (CDPs) collaborate with clients to understand their current mental health and to identify and implement strategies to improve, or sustain mental health. CDPs help clients recognize that all individuals have periods when their mental health is above or below its usual level.

Mental health is distinct and differentiated from mental illness. CDPs recognize that symptoms of mental illness, as well as stigma associated with it, will need to be accounted for in the career development process. While providing assessment, treatment or clinical support for mental illness is beyond the scope of a CDP, they may work with the client on career development issues together with other professionals providing treatment and support for the mental illness.

Effective Performance

Competent career development professionals must be able to:

P1. Maintain a relationship of trust, respect and open communication, i.e. working alliance

P2. Assess current mental health by exploring factors with client, such as their sense of contribution to society, perceptions of coping/mastery, feelings of meaning/purpose, quality of relationships, and sense of satisfaction/happiness

- Recognize if client mental health is improving or deteriorating
- Recognize commons signs of mental health challenges

P3. Normalize typical fluctuations along the continuum of mental health, for example:

- Nervousness about an upcoming event

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- Sadness about a recent loss
- Frustration about recent challenges

P4. Identify aspects of client's life that may contribute to poor mental health, e.g. lack of sleep, poor diet, stress

P5. Identify factors within client's control that may contribute to positive mental health, e.g. healthy diet, regular sleep pattern, meditation, journaling, breathing exercises, physical activity

P6. Develop and implement an action plan to reduce activities/situations that contribute to poor mental health and increase activities/situations that contribute to positive mental health

P7. Reassess client mental health and adjust action plan, as needed

P8. Refer cases beyond scope to external service provider

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Significant issues commonly faced by clients that could affect their mental health, e.g. poverty, systemic racism, post-traumatic stress, learning disabilities, unstable/unsafe housing, food insecurity, physical health challenges, addictions

K2. Factors underpinning mental health, e.g. sense of contribution to society, their coping/mastery, feelings of meaning/purpose, quality of relationships, and sense of satisfaction/happiness

K3. Distinction between mental health challenges and mental illness

K4. Common symptoms of mental illness, e.g. hallucinations, delusions, compulsive behaviours

K5. Community resources and other support services available to clients from community partners and other agencies, including:

- Eligibility criteria for these services
- Quality of these services
- Referral process for these services

K6. Legislation and regulations relating to employment, e.g. Human Rights Legislation, Canada Labour Code, Privacy Act, Workers Compensation Act and Employment Standards, Health and Safety regulations

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Clients may present with multiple mental health challenges which will add complexity in performing this competency.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Informed consent**: client's right to be informed, understand and agree to the services to be provided, roles and responsibilities of the service provider, including how and for what reasons information collected during the process may be released

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to others.. Informed consent is obtained at the beginning of a process and may be required if the nature of the services provided are later updated or revised. A signed form or statement of consent is required as proof of consent

Information Sources and Resources for Consideration

— Redekopp, D. E., & Huston, M. *Strengthening mental health through effective career development: A practitioner's guide*. Toronto, ON: CERIC, 2020.

— Keyes, C.L.M. The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43, 2002, pp 207–222. https://doi.org/10.2307/3090197.

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: DIVERSITY AND INCLUSION

4.1 – Respect Diversity and Inclusion

Purpose & Context

Career Development Professionals (CDPs) recognize that values and beliefs held by a person may be aligned with, or different from, their own. CDPs reflect on their own values, beliefs, privileges, and biases, both conscious and unconscious, while seeking to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of the intervention.

CDPs develop the skills necessary to better understand diversity and inclusion principles as they impact the client populations they serve. CDPs develop individualized services to meet the needs of each client.

Effective Performance

Competent career development professionals must be able to:

P1. Recognize their own values, beliefs, privileges, and biases

P2. Reflect on their own worldview

P3. Seek to understand client's background and worldview

P4. Research information relevant to client's cultural background, e.g. history, values, beliefs

P5. Develop collaborative relationships with partners and stakeholders within communities served

P6. Identify potential challenges and barriers to the client, e.g. language, racism, discrimination

P7. Identify tools and resources suitable to address client's barriers

P8. Develop tailored intervention based on client needs

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P9. Participate in learning opportunities relating to diversity, inclusion, and systemic barriers faced by clients

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Principles of anti-oppressive practice

K2. Legislation and regulation, e.g. Canadian Human Rights Act, Canadian Charter of Rights and Freedoms, Provincial Acts and Codes and the Criminal Code, rights of LGBTQ2+ persons (i.e. gender identity and gender expression as protected groups from discrimination)

K3. Systemic barriers impacting specific groups

K4. Community resources and other support services available to clients, including:

- Eligibility criteria for these services
- Quality of these services
- Referral process for these services

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs serve clients with diverse worldviews. Clients' worldviews may influence career choices and career decisions. CDPs must reflect on worldview issues to develop appropriate interventions. In addition, CDPs serve clients that may present with complex barriers and challenges.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Worldview:** how a person perceives and interprets the world as shaped by cultural lens, individual values, and beliefs.

Information Sources and Resources for Consideration

- Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

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— Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: DIVERSITY AND INCLUSION

4.2 – Promote Diversity and Inclusion

Purpose & Context

Career Development Professionals (CDPs) work with employers to promote an accessible and inclusive workforce. CDPs use a business case approach to engage employers and promote diversity and inclusion in the workplace.

Effective Performance

Competent career development professionals must be able to:

P1. Challenge misconceptions employers may have related to recruiting a diverse workforce, for example:

- Costs
- Lower job performance
- Difficulty addressing performance
- Limited pool of talent

P2. Summarize benefits of an inclusive workforce, e.g. increased productivity, increased job satisfaction, reduced turnover

P3. Meet with employer:

- Present benefits of inclusive practices
- Seek employer concerns about making changes
- Identify solutions to address concerns
- Secure buy-in to explore opportunities to build inclusive workforce

P4. Review current organizational practices, policies and procedures to identify areas of improvement, e.g. bias and systemic barriers in recruitment, selection, hiring, training and development, compensation, career development, promotion

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P5. Recommend solutions, for example:

- Inclusivity training for all staff
- Human resources policies, e.g. recruitment, selection, hiring, career development, return-to-work policies
- Job description revision, e.g. include only essential requirements
- Job accommodations
- Tailored job maintenance support, e.g. on the job supports, follow-up and monitoring
- Innovative on the job training support

P6. Offer implementation assistance, e.g. review of policies

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Principles of anti-oppressive practice

K2. Legislation and regulation, e.g. Canadian Human Rights Act, Canadian Charter of Rights and Freedoms, Provincial Acts and Codes and the Criminal Code, rights of LGBTQ2+ persons (i.e. gender identity and gender expression as protected groups from discrimination)

K3. Systemic barriers impacting specific groups

K4. Human resources management, e.g. recruitment, selection, training and development, career development

K5. Barriers to employment diverse client populations encounter, e.g. discrimination, racism

K6. Benefits of diverse and inclusive workplace, e.g. reduced turnover, reduced absenteeism, increased satisfaction, increased productivity

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Employers may present with varying degree of understanding of the benefits and value of a diverse and inclusive workforce.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Anti-oppressive practice**: an intersectional approach that confronts formal and informal roles of power between a CDP, their client, and socio-economic structures and systems.

Information Sources and Resources for Consideration

— Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

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— Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional requires a minimum of one year of experience working with at least 5 different employers.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **as part of a team** and/or **alone**

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: DIVERSITY AND INCLUSION

4.2 – Advocate for Client

Purpose & Context

Career Development Professionals (CDPs) advocate on behalf of clients to ensure accessibility to services and programs, including those beyond career development services, such as access to public services, social programs, education and training needs, or health services.

Effective Performance

Competent career development professionals must be able to:

P1. Identify barriers facing client, e.g. limited education, poverty, lack of Canadian credentials or work experience

P2. Help clients gain access to needed resources and supports, e.g. support self-referrals

P3. Seek informed consent to negotiate services, if appropriate

P4. Negotiate access to services

P5. Help resolve issues, for example:

- Meet with employer and client to address workplace conflict or unmet training needs
- Meet with other service providers to discuss and resolve missed appointments, transition plans into the workforce, accommodations required for employment

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Principles of anti-oppressive practice

K2. Legislation and regulation, e.g. Canadian Human Rights Act, Canadian Charter of Rights and Freedoms, Provincial Acts and Codes and the Criminal Code, rights of LGBTQ2+ persons (i.e. gender identity and gender expression as protected groups from discrimination)

K3. Common barriers, e.g. lack of Canadian work experience, poverty, access to child or elder care

K4. Resources, e.g. access, accommodations

K5. Relevant legislation, codes of practice, organizational policies and procedures

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— In situations where barriers are complex, advocating for clients is significantly more challenging.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Anti-oppressive practice**: an intersectional approach that confronts formal and informal roles of power between a CDP, their client, and socio-economic structures and systems.

— **Informed consent**: refers to an agreement by a client (or their legal representative) to participate in an activity. It is specifically made between the client (or their legal representative) and the CDP. Informed consent is an ongoing process that ensures the client understands and agrees to the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services to be performed, and other such pertinent information that is reasonably possible given the type of service offered.

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Information Sources and Resources for Consideration

— Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

— Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional requires a minimum of one year of experience advocating for at least 10 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **with** and **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: EVIDENCE-BASED PRACTICE

5.1 – Develop Evidence-Based Interventions

Purpose & Context

Career Development Professionals (CDPs) keep well-informed of research presenting empirical evidence of interventions that work best to help clients find and keep meaningful employment. Using these insights, CDPs develop evidence-based interventions to improve outcomes.

Effective Performance

Competent career development professionals must be able to:

P1. Identify barriers faced by client, e.g. limited education, poverty, lack of Canadian work experience

P2. Develop measurable client outcomes, for example:

- Resolve pre-employability or job readiness needs
- Make career decisions
- Enhance skills
- Find a job
- Maintain a job
- Advance career

P3. Review research to identify intervention best suited to client

P4. Develop intervention, for example:

- Formulate objectives
- Write action plan

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P5. Monitor individual progress throughout the intervention, for example:

- Discuss client's perception of progress
- Review action plan regularly

P6. Measure the effectiveness of the intervention, e.g. goal achievement, level of social participation

P7. Adjust intervention when necessary

P8. Complete required records within required timeframe

P9. Share outcomes with others to improve field of practice, e.g. colleagues, researchers, policy makers

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics

K2. Legislation, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

K3. Evidence-based intervention design

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Evidence-based research:** research guided by descriptive and qualitative research and scientific principles.

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **as part of a team** and/or **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: EVIDENCE-BASED PRACTICE

5.2 – Monitor Client Progress

Purpose & Context

Career Development Professionals (CDPs) monitor the progress of each client to assess their engagement and participation in activities and to verify if the actions are appropriate or should be modified to achieve their action plan. If the client is working with multiple service providers, CDPs involve these as appropriate.

These findings can also inform organizational strategy, such as the delivery structure, services offered, and partnerships with other service providers.

Effective Performance

Competent career development professionals must be able to:

P1. Identify barriers faced by client, e.g. limited education, poverty, lack of Canadian work experience

P2. Develop measurable client outcomes, for example:

- Resolve pre-employability or job readiness needs
- Make career decisions
- Enhance skills
- Find a job
- Maintain a job
- Advance career

P3. Review research to identify intervention best suited to client

P4. Develop intervention, for example:

- Formulate objectives

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- Write action plan

P5. Monitor individual progress throughout the intervention, for example:

- Discuss client's perception of progress
- Review action plan regularly

P6. Measure the effectiveness of the intervention, e.g. goal achievement, level of social participation

P7. Adjust intervention when necessary

P8. Complete required records within required timeframe

P9. Share outcomes with others to improve field of practice, e.g. colleagues, researchers, policy makers

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics

K2. Legislation, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

K3. Evidence-based intervention design

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Evidence-based research:** research guided by descriptive and qualitative research and scientific principles.

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **as part of a team** and/or **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: EVIDENCE-BASED PRACTICE

5.3 – Maintain Client Records

Purpose & Context

Career Development Professionals (CDPs) maintain all documentation relevant to the delivery of career development services. Documentation is required to support an evidence-based practice including planning, implementing, and evaluating the services delivered.

CDPs are accountable to clients, employers, and funders for the services they deliver. Well-maintained records help protect CDPs from professional liability in the event they become the subject of legal or ethical proceedings. CDPs maintain accurate, current, and pertinent records of services, as may be required. The records must contain sufficient detail for regulatory and administrative review of services.

CDPs can only use client information for the purpose for which it was intended. Maintenance of appropriate records may be needed for institutional, financial, and legal purposes.

CDPs make reasonable efforts to protect against the misuse of records. Where CDPs are employed by an organization, or engaged as contractors, they should consider relevant organizational policies and procedures.

Effective Performance

Competent career development professionals must be able to:

P1. Comply with privacy and record-keeping policies, guidelines, and legislation

P2. Maintain client records and information, such as:

- Identifying data, e.g. name, address
- Informed written consent
- Permission to release information
- Relevant historical and demographic information on client, client's family and significant others, as required

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- Referral information, if applicable
- Intended goal, objectives, and outcomes
- Dates and types of services
- Results of assessments
- Progress notes, e.g. details of interventions, training services provided, location where services were delivered, date and duration of interaction, reason for interaction, action taken, next steps
- Intervention outcomes
- Evaluation outcomes
- Incident reports, e.g. medical emergency
- Referrals to other professional resources, e.g. follow up and feedback, recommendations
- Reason for termination of services

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics

K2. Legislation, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

K3. Organizational confidentiality and record-keeping policies and procedures

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Records may be created and maintained in a variety of media (e.g. paper-based, electronic systems).

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional should perform this competency proficiently within three months.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL DEVELOPMENT

6.1 – Develop and Maintain Professional Relationships

Purpose & Context

Career Development Professionals (CDPs) work cooperatively with colleagues, employers and the local community to broaden experience, keep up-to-date with research and share ideas to improve practice. Members of a CDP's network can be based locally, provincially, nationally and internationally.

Effective Performance

Competent career development professionals must be able to:

P1. Develop professional relationships with members of the community and associations, including:

- Indigenous groups, elders
- Local service organizations
- Government agencies
- Businesses and employers
- Politicians
- Non-profit organizations
- Faith communities
- Educational institutions
- Unions
- Professional associations

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P2. Establish community network to:

- Share services
- Enhance services for clients
- Build event-based programs
- Identify community solutions

P3. Develop professional network, for example:

- Attend agency open houses and information sessions
- Attend professional conferences, seminars and career fairs
- Develop relationships with agencies in the community
- Join professional social networking platforms, e.g. LinkedIn

P4. Share information, for example:

- Provide guidance and constructive feedback
- Consult on regular basis, formally and informally
- Share resources, insights and information

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Key stakeholders' needs

K2. How to build and maintain professional and community networks

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Occasionally, e.g. generally several times a month

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional requires a minimum of two years of experience, establishing at least 10 relationships representing a broad range of stakeholders

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL DEVELOPMENT

6.2 – Engage in Lifelong Learning

Purpose & Context

Career Development Professionals (CDPs) engage in continuous learning to achieve successful intervention outcomes. CDPs develop an individualized training plan to build on their key strengths and address areas needing improvement.

Effective Performance

Competent career development professionals must be able to:

P1. Identify own strengths and areas for improvement, for example:

- Solicit feedback from colleagues, managers, community partners and clients
- Use assessment tools to identify strengths as well as skills gaps

P2. Establish a professional development plan:

- Identify development needs and potential barriers
- Identify learning opportunities
- Formulate action plan with measurable goals

P3. Engage in learning opportunities and developmental experiences, for example:

- Participate in conferences, seminars and workshops within community of practice
- Enrol in formal education
- Participate in informal learning opportunities, e.g. training sessions led by colleagues, volunteering, online communities of practice
- Join professional associations and organizations to advance the field of practice, e.g. Provincial Career Development Associations, Canadian Council for Career Development (3CD)

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P4. Measure personal and career growth:

- Measure progress
- Document learning
- Evaluate and review learning plan
- Seek funding for professional development activities

P5. Share experiences, for example:

- Present to colleagues
- Present at industry events

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Self-assessment principles and tools

K2. Learning opportunities, including online resources to aid development

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Availability of learning and development opportunities will vary depending on the CDP's area of practice.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Occasionally, e.g. generally several times a month

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional requires a minimum of one year of experience of identifying and addressing their learning needs.

Autonomy

— Practitioners typically perform this competency **with** and/or **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: PROFESSIONAL DEVELOPMENT

6.3 – Collaborate with Peers

Purpose & Context

Career Development Professionals (CDPs) collaborate with others to achieve the best outcomes for clients.

Effective Performance

Competent career development professionals must be able to:

P1. Help colleagues who need assistance

P2. Share best practices with colleagues, e.g. present at conferences, participate in team case conferencing

P3. Seek advice on case-specific challenges, considering:

- Signed release of any confidential information
- Privacy and confidentiality of personal information
- Focus only on relevant information

P4. Create opportunities to work with others to address shared practice issues and improve service delivery

P5. Resolve disagreements with peers:

- Acknowledge disagreement
- Clarify issue to be resolved
- Share relevant information, e.g. clarify position and underlying reasoning
- Identify a mutually acceptable solution
- Develop a plan of action

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- Share outcomes

P6. Recognize others' contributions

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Conflict resolution approaches

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs collaborate with a range of professionals to meet client needs. Different perspectives could affect the way in which this competency is practiced.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of practice

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Minimal difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires at least one year to develop collaborative relationships.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **as part of a team**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: HEALTH AND WELLNESS

7.1 – Manage Emotional Responses

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values, beliefs, biases, emotions, and responses to client situations. This awareness enables them to acknowledge, and react appropriately to, situations that trigger emotional responses. This protects personal wellbeing while optimizing services delivered to clients.

Effective Performance

Competent career development professionals must be able to:

P1. Recognize how own behaviours impact others:

- Interpret others' non-verbal cues, e.g. facial expression, body movement and posture, gestures, eye contact

P2. Process emotional responses, for example:

- Reframe negative thoughts
- Ground self in the present
- Consider alternative perspectives
- Visualize a positive outcome

P3. Maintain professional composure, as required, for example:

- Stay calm
- Remove self from the situation, e.g. for a moment
- Take deep breaths with eyes closed
- Choose words wisely, use appropriate tone, volume
- Empathize with person who triggered the emotional response

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- Debrief with supervisor
- Pause interaction and reschedule

P4. Reflect on situations that triggered emotional response:

- Describe situation factually, e.g. timeline of events, people involved
- Recognize feelings triggered by situation, e.g. anger, sadness, disapproval
- Identify reasons for emotions, e.g. perceived unfairness, existing frustrations
- Describe actions taken
- Explore alternative courses of action, where appropriate

P5. Reflect on impact of reactions on others, for example:

- Identify patterns of unintentional micro-aggressions
- Recognize judgments and assumptions

P6. Incorporate lessons learned into practice

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Anger management techniques

K2. Conflict resolution techniques

K3. Principles of reflective practice

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— Career development professionals must continually reflect on how they manage their emotions in a manner that protects their own well-being and that of others with whom they interact.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: HEALTH AND WELLNESS

7.2 – Interact with Others in Respectful and Civil Manner

Purpose & Context

Career Development Professionals (CDPs) demonstrate respect and civility in their interactions with others to promote a safe and healthy workplace free of harassment and discrimination.

Effective Performance

Competent career development professionals must be able to:

P1. Treat others with respect and dignity, for example:

- Engage in genuine relationships
- Use respectful communication, e.g. use preferred pronoun

P2. Follow etiquette rules, e.g. be punctual, respect personal space

P3. Use non-discriminatory language

P4. Refrain from harassing and discriminatory behaviours, e.g. treating clients differently based on characteristics unrelated to career development

P5. Report harassment and discrimination:

- Sexual, e.g. unwelcome sexual advances from a person who has the power to reward or punish the individual
- Physical, e.g. threat or act of violence that causes or could cause harm/physical injury, bullying or aggressive behaviours towards another person or group of individuals
- Verbal, e.g. derogatory comments, discriminatory language, demeaning jokes, use of profanity or abusive language

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- Visual, e.g. written or graphic materials that are offensive or derogatory

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Code of Ethics

K2. Definition and indicators of harassment

K3. Definition and indicators of discrimination

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs serve a diverse client population and must demonstrate respect and understanding to all clients in order to establish a positive working relationship.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

Information Sources and Resources for Consideration

- None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Minimal difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To ensure client wellbeing, a career development professional should perform this competency proficiently immediately upon entering practice.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: HEALTH AND WELLNESS

7.3 – Plan and Organize Work

Purpose & Context

Career Development Professionals (CDPs) plan and organize their work activities, involving others as required and considering resources available, in order to achieve organizational goals.

Effective Performance

Competent career development professionals must be able to:

P1. Review work activities:

- Caseload management, e.g. intake, assess, implement, evaluation, progress update
- Reporting and documenting
- Capacity building, e.g. liaise with community partners/agencies
- Program evaluation
- Career development workshops
- Professional development
- Collaboration with colleagues
- Establish priorities

P2. Identify critical tasks

P3. Estimate time and effort to complete each task

P4. Identify resources required, e.g. equipment, people, financial

P5. Coordinate work with other professionals, as required

P6. Schedule activities, e.g. daily, weekly, monthly

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P7. Evaluate progress

P8. Adjust as required

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Case management tools and resources

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- In situations where caseload and deadlines are outside the control of the CDP, establishing priorities becomes increasingly important.
- Various technologies can aid the process of planning, organizing and monitoring work.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Caseload:** the number of cases with which a CDP is concerned at a specific point in time.

Information Sources and Resources for Consideration

- None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Timely, e.g. every month, weekly, hourly

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Minimal difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional requires a minimum of one year of experience of managing a caseload.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: HEALTH AND WELLNESS

7.4 – Maintain Health and Wellness

Purpose & Context

Career Development Professionals (CDPs) adopt healthy behaviours to achieve and maintain optimal physical and mental wellness.

Effective Performance

Competent career development professionals must be able to:

P1. Set health and wellness goals, e.g. smoking cessation, weight management, stress management, physical activity, eating well, pain management, social activities

P2. Recognize physical stress reactions, e.g. increased heart rate

P3. Reflect on possible causes of stress, e.g. caseload, relationships at work, work-life balance, substance dependency, family crisis

P4. Determine possible actions to manage stress, for example:

- Begin the day by setting priorities and organizing work
- Seek insight from co-workers on how best to address work challenges
- Talk to supervisor to discuss caseload, e.g. set realistic expectations and deadlines, set boundaries on working extra hours
- Nurture caring relationships with friends and family, e.g. spend time with people outside of work
- Prioritize self, e.g. participate in enjoyable activities, engage in meditation or yoga, go for walks, volunteer

P5. Access resources to address chronic illnesses/conditions and situational crises, such as:

- Counselling, e.g. professional, addiction, family, financial

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- Support and self-help groups offered by advocacy organizations, hospital or community organizations
- Health professionals, e.g. family physician, public health nurse, psychologist
- Programs, e.g. Employment Assistance Program (EAP), Canadian Mental Health Association (CMHA) programs

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Impact of stress on well-being

K2. Sources of support

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— In situations of prolonged periods of stress, coping strategies become increasingly important.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Caseload:** the number of active cases with which a CDP is concerned at a specific point in time.

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional should develop and maintain healthy behaviours immediately upon entering practice, seeking support and guidance when needed.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: COMMUNICATION

8.1 –Use Active Listening Skills

Purpose & Context

Career Development Professionals (CDPs) allow clients to express themselves freely without interruption and without fear of being judged. CDPs use active listening to gather the information they need to gain an understanding of client's needs.

Effective Performance

Competent career development professionals must be able to:

P1. Give undivided attention, e.g. limit distractive behaviours, listen with minimal talking

P2. Use verbal and non-verbal cues to demonstrate understanding, e.g. nod, smile

P3. Observe non-verbal cues of speaker, e.g. fidgeting, flushed skin, facial expressions, nail biting

P4. Respond to non-verbal cues, e.g. encourage client to talk freely, take a relaxed sitting position the speaker is likely to mirror

P5. Listen without interruption, e.g. allow speaker to finish each point before asking questions

P6. Acknowledge views and beliefs expressed, e.g. use positive statements, recognize feelings and emotions

P7. Seek clarification and understanding where needed:

- Ask open-ended questions
- Ask probing questions

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Barriers to effective listening, e.g. background noise

K2. Impact of differences between sender and receiver, e.g. language skills, values, cultures, life experiences

K3. Verbal, non-verbal and paraverbal communication

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— The ease of providing a distraction-free space may vary based on environment where exchange occurs.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Paraverbal:** messages transmitted through the manner in which words are spoken, e.g. tone, pacing, pitch

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional uses active listening skills in all interactions and seeks advice and guidance on how to enhance communication on a regular basis.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: COMMUNICATION

8.2 – Communicate Verbally

Purpose & Context

Career Development Professionals (CDPs) express themselves verbally in an effective manner, choosing language relevant to their audience. This enables them to share information, ensure clarity and understanding, and promote a cooperative and productive work environment.

Effective Performance

Competent career development professionals must be able to:

P1. Use language appropriate to audience, e.g. avoid jargon

P2. Vary tone and volume to:

- Stimulate interest
- Emphasize major points

P3. Use pauses to:

- Provide transition time between key points
- Maintain participants' attention

P4. Use inflection to indicate intended purpose, e.g. increased pitch at the end of questions

P5. Verify understanding of messages, for example:

- Paraphrase others' message
- Summarize outcomes of discussions

P6. Speak at appropriate pace

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Barriers to effective speaking, e.g. background noise, contradictory body language

K2. Cultural behaviours regarding verbal communication

K3. Physical and mental disabilities that may affect body language

K4. Verbal, non-verbal and paraverbal communication

K5. Question types, e.g. open-ended, closed-ended, probing

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Paraverbal:** messages transmitted through the manner in which words are spoken, e.g. tone, pacing, pitch

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Minimal difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional seeks advice and guidance on how to improve verbal communication on a regular basis.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone** and/or **as part of a team**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: COMMUNICATION

8.3 – Communicate Non-verbally

Purpose & Context

Career Development Professionals (CDPs) use non-verbal communication to build and maintain rapport, reinforce verbal messages, and promote increased understanding.

CDPs need to understand how non-verbal cues are read or understood by others and must become adept at reading the cues in others, recognizing differences across various cultures and abilities.

Effective Performance

Competent career development professionals must be able to:

P1. Identify primary forms of non-verbal communication, such as:

- Gestures
- Intonation
- Rate of speech
- Use of eye contact
- Physical distance between speaker and receiver
- Posture

P2. Use non-verbal communication to:

- Establish rapport
- Reinforce verbal message
- Show interest
- Clarify meaning

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- Demonstrate openness and acceptance

P3. Ensure non-verbal messages do not detract from, or contradict, verbal message

P4. Observe others' non-verbal communication and respond appropriately

P5. Respect personal space, i.e. maintain an appropriate distance from others

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Barriers to effective non-verbal communication, e.g. distractions, mismatch between verbal and non-verbal cues

K2. Impact of differences between sender and receiver, e.g. attitudes, language skills, values, cultures

K3. Essentials of cross-cultural communication

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Clients may interpret non-verbal cues very differently than the CDP intended them, based on their background and lived experiences.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Minimal difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To ensure effective practice, a career development professional would be expected to proficiently perform this competency upon entering practice.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone** and/or **as part of a team**

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: COMMUNICATION

8.4 – Communicate in Writing

Purpose & Context

Career Development Professionals (CDPs) communicate in writing to inform, explain, or persuade others.

Effective Performance

Competent career development professionals must be able to:

P1. Establish context, purpose, and audience

P2. Structure communication in a coherent and logical manner, e.g. introduction, main topic, transition statement, conclusion

P3. Illustrate points with examples, where appropriate

P4. Tailor language to intended audience, e.g. tone, style, sentence structure, vocabulary

P5. Follow rules of grammar, punctuation, spelling, and sentence structure

P6. Write in a clear and concise manner:

- Use plain language
- Avoid use of jargon and complex rhetoric
- Avoid acronyms or abbreviations without explanations

P7. Proofread document

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Grammar, punctuation, and spelling conventions

K2. Usage of plain language

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Further considerations regarding writing style and formatting may be required depending on the document's purpose and audience.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Minimal difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become fully proficient in this competency, a career development professional requires the experience of writing at least three samples of each of the documents and reports required to perform successfully in the job.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: COMMUNICATION

8.5 – Conduct Meetings

Purpose & Context

Career Development Professionals (CDPs) conduct meetings to enable effective decision making and sharing of information and ideas. Effectively planned and executed meetings result in positive and productive relationships and working environments.

Effective Performance

Competent career development professionals must be able to:

P1. Identify purpose of meeting, e.g. reach a decision, convey information, seek input

P2. Prepare for meeting, for example:

- Select participants
- Develop meeting agenda
- Arrange meeting location, as required
- Inform participants of meeting location, time, and objective

P3. Open meeting:

- Review purpose, agenda, desired outcomes, and allocated time
- Set meeting rules

P4. Lead meeting, for example:

- Follow agenda, e.g. topics and allocated time
- Facilitate discussion, e.g. give all attendees opportunity to participate
- Stay on topic, e.g. refocus discussion as needed, use ‘parking lot’
- Facilitate decision making

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- Take notes, e.g. decisions, action plan, timelines

P5. Close meeting:

- Summarize key meeting outcomes, e.g. information shared, decisions made, tasks assigned, agreed upon timelines
- Identify next steps

P6. Prepare meeting notes

- Share and store documentation according to organizational policies

P7. Follow up as required, e.g. find answers to questions asked during session, distribute meeting notes

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Structure of meeting agendas

K2. Organizational meeting conventions, e.g. timelines for distributing notes

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Complexity of conducting meeting will vary according to purpose, type, size, frequency, composition of attendees and motivation of attendees.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum of 30 experiences managing meetings with varying purpose, type, size, composition, and motivation of participants.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone** or **as part of a team**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: COMMUNICATION

8.6 – Deliver Presentations

Purpose & Context

Career Development Professionals (CDPs) deliver presentations to inform, explain and persuade others.

Effective Performance

Competent career development professionals must be able to:

P1. Identify purpose of presentation

P2. Identify audience, e.g. knowledge of subject matter, level of interest in the information presented

P3. Research topic, e.g. conduct primary and secondary research, review background materials

P4. Prioritize content to be presented, e.g. identify key points

P5. Select presentation and formats, e.g. video, PowerPoint

P6. Structure content, e.g. create outline, present information in coherent and logical sequence, conclusion

P7. Design presentation, for example:

- Select template
- Use photos and graphics
- Keep colour schemes consistent
- Format for readability, e.g. adjust font size
- Limit information to key points, i.e. do not clutter, one idea per slide

P8. Create support materials, e.g. speaking notes

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P9. Practice delivery of presentation, e.g. keep within allocated time, memorize script

P10. Prepare for presentation:

- Arrive early
- Test technology

P11. Deliver presentation:

- Vary volume, pace, and tone
- Tailor communication to audience
- Interact with audience, e.g. maintain eye contact, allow time for questions, seek comments from audience, monitor chat function

P12. Obtain feedback from audience, e.g. structured survey

P13. Follow up as required, e.g. obtain feedback, find answers to questions asked after presentation

P14. Revise presentation as required

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Presentation software applications

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Participants/audiences will vary and this may affect the tone of the communication, e.g. formal or informal.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires the experience of delivering a minimum of 20 presentations on a variety of topics, for varied purposed and to a range of audience profiles.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Various standardized presentation tools, as needed

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: DIGITAL LITERACY

9.1 – Use Digital Technology

Purpose & Context

Career Development Professionals (CDPs) use digital technology to access and share information, and to develop and deliver programs and services.

Effective Performance

Competent career development professionals must be able to:

P1. Use online research technology:

- Select platform
- Define keywords
- Determine selection criteria for information sources
- Search keywords
- Evaluate source of information

P2. Use communication and collaboration applications, e.g. webinars to present to remote audiences, document-hosting sites to work with remote colleagues, social media to maintain a professional network

P3. Use learning technologies, e.g. Learning Management Systems to deliver online training

P4. Ensure accessibility of materials, e.g. captions on video and alternative text on images

P5. Apply cybersecurity procedures, for example:

- Use password strength indicators, e.g. create secure password, change password often, do not share password
- Use secure internet connections, e.g. do not use public networks

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- Update security software as required
- Use secure web browsers and search engine
- Follow protocol for allowing/removing cookies
- Verify authenticity of emails or attachments
- Report suspected breach of security immediately

P6. Resolve computer or applications issues, for example:

- Check power supply and internet connection, e.g. surge protection, battery status
- Check online for solutions
- Seek assistance if issue persists

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Digital technology software, e.g. Skype, PowerPoint, Brightspace

K2. Web accessibility principles, e.g. text alternatives for non-text content

K3. Connectors and their proper usage, e.g. USB, HDMI

K4. Wireless connections and their proper configuration, e.g. Wi-Fi, Bluetooth

K5. Legislation, e.g. protection of intellectual property

K6. Types of information sources

K7. Indicators of poor computer performance

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs may need to become familiar with operating systems used by their organization's IT systems.

— In some organizations, browsing and search activities may be monitored or limited, and access to technical support may be limited.

— CDPs may use specialized software applications to perform work related activities, e.g. develop presentation, analyze data, use database, conduct research

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Collaborative applications:** programs in which multiple users sharing management of information files.

— **Cybersecurity:** programs and processes to protect systems, networks and programs from cyber-attacks.

— **Software applications:** computer programs.

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Information Sources and Resources for Consideration

— Web Accessibility Initiative, 2019. Accessibility Principles. https://www.w3.org/WAI/fundamentals/accessibility-principles/.

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional will require varying length of experience depending on frequency of technology use and use of specific applications.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **very likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: PROFESSIONAL PRACTICE

COMPETENCY AREA: DIGITAL LITERACY

9.2 – Respond to Cybersecurity Breaches

Purpose & Context

Career Development Professionals (CDPs) report suspicious events or unusual activity when using organizational IT systems to a designated authority to determine if the incident is indicative of a security breach. A breach of security of safeguards involving personal information might result in potential harm to individuals whose personal information might have been accessed.

All security breaches of personal information must be reported in compliance with data breach regulations. Affected individuals must be informed of situation as soon as possible, informed of what steps are being taken to reduce the risk of harm, and given guidance on actions required to mitigate possible further harm.

Effective Performance

Competent career development professionals must be able to:

P1. Recognize possible security incident, for example:

- Unusual login times
- Unexpected restarts
- Configuration changes with no previous approval
- Unexpected user account lockouts
- Passwords changes
- Repeated system or application crashes
- Abnormal behaviours during browsing

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P2. Report suspected security breach to designated authority as per organizational policies and procedures

P3. Assess likelihood of risk of harm of affected individuals

P4. Document observed incidents:

- Date
- Circumstances
- Type of information at risk

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Legislation and regulations, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

K2. Organizational policies and procedures relevant to security incidents

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— There may be additional provincial/territorial reporting requirements depending on the CDP's geographic location.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— How to detect data breaches before it is too late. Accessed February 20, 2020. CCSI. https://www.ccsinet.com/blog/how-to-detect-data-breaches-before-its-too-late/

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Unexpectedly, e.g. when emergency arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional must complete required organizational training and refresher training to ensure comprehensive understanding of security policies and procedures as soon as possible upon onboarding. CDPs must take all measure to support a security culture within the organization.

Autonomy

— Practitioners typically perform this competency **with supervision**, and **as part of a team**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: FOUNDATIONAL KNOWLEDGE AND APPLIED THEORIES

10.1 – Understand Career Development Theories and Models

Purpose & Context

Career Development Professionals (CDPs) draw from a wide variety of traditional and emerging career development theories, models, frameworks and approaches. A strong theoretical foundation enables CDPs to understand a client's situation and choose relevant approaches and interventions.

CDPs also use theoretical models to generate knowledge, stimulate thinking, and provide direction for research on the field of practice.

Effective Performance

Competent career development professionals must be able to:

P1. Describe career development theories, models, frameworks and approaches, i.e. recognize the unique body of literature, research and evidence informing the practice of CDPs

P2. Distinguish between evidence-based theoretical foundations and other approaches:

- Evidence-based: research-based interventions inform theory-based practice, i.e. scientific method
- Other approaches: untested but commonly recognized practices

P3. Identify traditional career development theories, for example:

- Trait-factor theories, e.g. Holland's person-environment fit
- Developmental, e.g. Super's theory of lifespan/life space career development

P4. Identify key components of contemporary and emerging career development theories, for example:

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- Responding to the unexpected, e.g. chaos theory of careers, happenstance learning theory
- Collaborative meaning making, e.g. cognitive information processing, life design counselling, narrative and socio-dynamic counselling
- Systems, e.g. career engagement, holistic, life roles, social justice, sociological, systems theory framework and 4s model of life transitions
- Psychology, e.g. Maslow's Hierarchy of Needs
- Cultural complexity, e.g. career counseling with under-served populations, culture-infused service delivery, cultural accommodation

P5. Identify theories from other professions that are applicable to career development, for example:

- Human development, e.g. Erikson's developmental stages, Skinner's behaviourism
- Change and transition, e.g. Bridges' transition model, Prochaska and Diclemente's stages of change model/transtheoretical model
- Human resource development, e.g. theory of work adjustment
- Education, e.g. Vygotsky's zone of proximal development
- Mental health/optimal experience, e.g. Csikszentmihalyi's flow, Keyes' mental health continuum

P6. Keep up-to-date with latest developments in career development theory, models, frameworks, approaches and research, for example:

- Seek information from reliable sources
- Consult colleagues
- Participate in professional development and learning

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Theories, models, frameworks and approaches specific to the field of career development

K2. Theories, models, frameworks and approaches from related fields relevant to career development practice

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Theoretical models may need to be adapted based on client characteristics.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Theory:** An idea that has gained enough evidence to be accepted as true through observed or measured phenomenon.

— **Model:** Simplified representation of something complex.

Information Sources and Resources for Consideration

— Arthur, N., Neault, R., & McMahon, M. (Eds.). Career theories and models at work: Ideas for practice. Toronto, ON: CERIC, 2019.

— Neault, R. A. Theoretical foundations of career development (pp. 129-152). In B. C. Shepard, & P. S. Mani (Eds.), Career development practice in Canada: Perspectives, principles, and professionalism. Toronto, ON: CERIC, 2014.

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Various standardized assessment tools, as prescribed

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: FOUNDATIONAL KNOWLEDGE AND APPLIED THEORIES

10.2 – Apply Career Development Theories and Models

Purpose & Context

Career Development Professionals (CDPs) apply relevant theories, models, frameworks and approaches to understand, analyze, and meet clients' career development needs.

CDPs also use theories to inform program development, implementation and evaluation. By understanding the benefits of programs or services available to different client groups, the services can be adjusted to increase effectiveness.

Effective Performance

Competent career development professionals must be able to:

P1. Identify theories, models, frameworks and approaches that support understanding a client's presenting concern, i.e. case conceptualization:

- Identify career development theories, models, frameworks and approaches
- Consider own context, culture and biases
- Recognize historical and cultural influences on theories, models, frameworks and approaches

P2. Collect qualitative and quantitative data on client's career challenges:

- Review client characteristics, e.g. values, interests, personal style, skills, motivation, and readiness for change
- Review culture and context, e.g. personal worldview, organizational culture, economic influences
- Identify factors that contribute to client's career challenges

P3. Select theoretically grounded interventions to address client needs, for example:

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- Use Prochaska and DiClemente's "Stages of Change" model to identify client's readiness for change
- Use a narrative approach to understand client's life story and co-construct next steps

P4. Revise programs or services based on theory, for example:

- Review program objectives or goals
- Revise instructional strategies
- Select client assessment tools
- Formulate program evaluation tools

P5. Reflect on practice:

- Reflect on self, e.g. worldview, culture, context, values, relationships, assumptions
- Guard against stereotypes
- Reflect on practice, e.g. engage in mindfulness, self-monitor, learn from clients, examine power relations, plan interventions

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Theoretical foundations and evidence base for selected interventions

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Case conceptualization:** CDP's understanding of the client's problems based on the application of relevant theories and supported by a body of research; this enables the CDP to synthesize multiple pieces of information into a coherent narrative.

Information Sources and Resources for Consideration

— Arthur, N., Neault, R., & McMahon, M. (Eds.). Career theories and models at work: Ideas for practice. Toronto, ON: CERIC, 2019.

— Neault, R. A. Theoretical foundations of career development (pp. 129-152). In B. C. Shepard, & P. S. Mani (Eds.), Career development practice in Canada: Perspectives, principles, and professionalism. Toronto, ON: CERIC, 2014.

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone** or **as part of a team**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Various standardized assessment tools, as prescribed

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: SERVICE DELIVERY PROCESS

11.1 – Conduct Intake Interview

Purpose & Context

Career Development Professionals (CDPs) conduct intake interviews as a guided conversation aimed at gathering information from the client to determine the types of programs, services or other interventions required. This preliminary screening of client needs enables CDPs to direct a client to appropriate services or determine the need for a more extensive employability assessment.

Intake interviews are usually semi-structured. Career Development Professionals (CDPs) use an interview guide to ensure essential and standardized information is collected, while seeking to probe and expand on the client's responses. The quality of the data depends upon the CDP's ability to establish rapport with the client, and adapting an interview style that works for the client. Building on the responses, CDPs recommend next steps to address identified needs.

Effective Performance

Competent career development professionals must be able to:

P1. Build rapport:

- Convey helpful, friendly tone
- Put client at ease, e.g. provide reassurance
- Define own role
- Explain client rights
- Remain open and adaptable

P2. Establish reason(s) for client to seek services, for example:

- Seek information
- Goal clarification

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- Explore education or employment options, e.g. post-secondary application, trade school certification
- Seek referral to training or education program
- Gain employment, e.g. job search techniques and strategies, job readiness, job transition
- Maintain employment, e.g. professional development, mentorship
- Advance career, e.g. pursue promotion

P3. Obtain informed consent for collection, use and disclosure of information

P4. Collect required statistical information on client, for example:

- Demographic characteristics, e.g. gender, age, marital status
- Education and employment history
- Current or past access to social assistance

P5. Initiate interview:

- Explain purpose of the interview
- Explain format of the interview
- Ask client if they have questions before commencing

P6. Summarize understanding of discussion

P7. Determine eligibility for existing programs, services or referrals

P8. Determine capacity to access resources independently, for example:

- Discuss online research client has undertaken
- Review client's current resume to determine level of assistance required

P9. Explore service options, based on, for example:

- Pre-employability challenges
- Client expectations

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- Capacity for independent progress

P10. Seek agreement on action items, for example:

- Referral to third-party for services beyond scope of CDP, e.g. housing support
- Direct to sources of information or tools
- Enrolment in workshop(s), e.g. job seeking skills, interview skills
- Schedule employability assessment meeting

P11. Prepare post-intake interview records, i.e. document interaction

- Review and expand on notes, e.g. clarify details
- Write down observations made during the interview, e.g. client behaviour, items for follow up
- Record lessons, conclusions
- Store information in client file

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Career development theories/models

- Types of interview questions and purpose:
- Open-ended, e.g. “How do you see the future?”, “What did you think about that?”
- Closed/fixed response e.g. “What level of education have you completed?”, “What day did that happen?”

K2. Follow-up/probing: e.g. “Can you tell me more about… ?”

- Well-considered use of questions, for example:
- Avoid leading questions
- Use wording free of bias or implied judgment

K3. Follow logical order or sequence, e.g. broad and general questions before asking more detailed questions, seeking information on facts before probing for questions about feelings or conclusions

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Intake interviews may be conducted via telephone or through virtual sessions, and their length and complexity may vary depending on client needs and organizational protocols.
- Steps taken may differ when dealing with multiple clients at once, e.g. use of questionnaires, ability for clients to discuss items together.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Inter-personal:** between people.

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Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become proficient in administering intake interviews, a career development professional requires a minimum experience of working with 20 clients.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: SERVICE DELIVERY PROCESS

11.2 – Conduct Employability Assessment

Purpose & Context

Career Development Professionals (CDPs) meet with clients for a collaborative assessment of the reasons for seeking career services and their employability strengths and needs. Building on the responses, CDPs and clients work collaboratively to identify initial goals and actions to address identified needs.

Employability assessments are usually semi-structured. Career Development Professionals (CDPs) generally use an interview guide to ensure essential and standardized information is collected, while seeking to probe and expand on the client's responses.

Establishing and sustaining a working alliance is a prerequisite to effectively perform this competency.

Effective Performance

Competent career development professionals must be able to:

P1. Prepare for interview, e.g. review client file

P2. Create a comfortable interview setting:

- Welcome client by name
- Introduce self by name
- Reduce noise and eliminate distractions

P3. Build rapport:

- Convey helpful, friendly tone
- Put client at ease, e.g. provide reassurance

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- Define roles of self and client
- Explain client rights
- Outline services available to the client
- Remain open and adaptable

P4. Obtain informed consent for collection, use and disclosure of information

P5. Initiate interview:

- Explain purpose of the interview
- Explain format of the interview
- Ask client if they have questions before commencing

P6. Probe reason(s) for client to seek services as identified in intake interview, for example:

- Goal clarification
- Explore education or employment options, e.g. post-secondary application, trade school certification
- Seek referral to training or education program

P7. Identify client strengths, for example:

- Educational background
- Work experience
- Motivation
- Demonstrated skills, e.g. perseverance, negotiation, emotional intelligence
- Access to transportation

P8. Identify urgent pre-employability challenges, e.g. inadequate housing, mental health concerns

P9. Discuss barriers faced by client:

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- Intra-personal, e.g. learning disabilities, mental health concerns
- Inter-personal, e.g. family issues
- External, e.g. systemic discrimination

P10. Guide conversation using varied approaches, for example:

- Encourage responses, e.g. nod, use of verbal cues such as “uh huh”, “yes”
- Restate phrases to ensure information or meaning is understood
- Ask questions to seek clarity

P11. Use active listening, e.g. provide undivided attention

P12. Monitor client’s level of discomfort or anxiety, e.g. face colour, body language, dryness of mouth, excessive perspiration, misguided eye contact, lack of engagement

P13. Adjust approach to help client feel more comfortable, for example:

- Slow pace and ask questions on how they feel
- Reframe conversation by asking more or different questions
- Refocus the discussion by talking about the client’s goals and expectations

P14. Summarize understanding of discussion

- Identify additional information needs, as required

P15. Determine eligibility for existing programs, services or referrals

P16. Develop goals and action plans with client:

- Schedule meeting, as required

P17. Prepare post-interview records, i.e. document interaction

- Review and expand on notes, e.g. clarify details
- Write down observations made during the interview, e.g. client behaviour, items for follow up

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- Record lessons, conclusions
- Store information in client file

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Career development theories/models

K2. Types of interview questions and purpose:

K3. Open-ended, e.g. “How do you see the future?”, “What did you think about that?”

K4. Closed/fixed response e.g. “Have you tried online learning?”, “What day did that happen?”

K5. Follow-up/probing: e.g. “Can you tell me more about… ?”, “Can you describe how you handled that problem?”

K6. Well-considered use of questions, for example:

K7. Avoiding use of leading questions

K8. Use wording free of bias or implied judgment

K9. Follow logical order or sequence, e.g. broad and general questions before asking more detailed questions, seeking information on facts before probing for questions about feelings or conclusions

K10. Reasons for client anxiety or discomfort, for example:

- Reluctance to seek service
- Client’s mental health condition
- Previous bad experience with career services
- Discomfort with CDP
- History of trauma
- Trust issues
- Fear of judgment
- Discomfort with environment

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- Cultural or religious norms, i.e. person may not feel they can talk about their feelings or challenges

K11. Significant issues commonly faced by clients, e.g. poverty, systemic racism, post-traumatic stress, learning disabilities, unstable/unsafe housing, food insecurity, mental health challenges, addiction, limited education/training

K12. Communication strategies

K13. Legislation and procedures regarding confidentiality and privacy, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

Information Sources and Resources for Consideration

- None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Very hard or challenging

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To become proficient in administering intake interviews, a career development professional requires a minimum experience of working with 20 clients.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: SERVICE DELIVERY PROCESS

11.3 – Help Client Develop Goals and Action Plans

Purpose & Context

Career Development Professionals (CDPs) meet with clients regularly to help them to articulate meaningful goals and action plans based on their aspirations, preferences, and employability strengths and needs.

CDPs work collaboratively with clients to help make career choices and develop goals and action plans. This helps ensure clients are engaged and making informed decisions.

Effective Performance

Competent career development professionals must be able to:

P1. Prepare for interview, e.g. review employability assessment notes

P2. Obtain informed consent for collection, use and disclosure of information

P3. Confirm outcomes of previous meeting, where applicable

P4. Outline methods of exploring career options, for example:

- Access labour market information
- Explore sectors of activities
- Conduct information interviews with employers, employees, students, family members and/or support network contacts
- Explore education and training options

P5. Relate findings to career choices, for example:

- Assess suitability of options

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- Articulate an initial goal, recognizing it may change as more information is gathered
- Establish a plan of action
- Evaluate as needed

P6. Articulate career goals with client:

- Prioritize goals with client
- Verify goals reflect client needs and abilities, e.g. achievable, meaningful, tangible

P7. Explore possible actions to achieve goals, e.g. self-guided activities, CDP interventions, community programs

P8. Develop action plan with client:

- Reiterate career goals
- Select actions
- List actions identified to achieve each goal
- Prioritize actions
- Break down actions into tasks
- Identify potential challenges and possible solutions
- Identify resources and support required for each task
- Agree on timelines and milestones

P9. Track progress and results, e.g. contacts gained, activities undertaken, job applications submitted, interviews attended

P10. Revisit goals and action plan regularly

P11. Evaluate outcomes

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Principles of action planning, e.g. breaking down steps, ensuring adequate time and supports, monitoring and acknowledging progress, adjusting as needed

K2. External factors that affect education and employment, e.g. economic forecasts, local labour market

K3. Significant issues commonly faced by clients, e.g. poverty, systemic racism, post-traumatic stress, learning disabilities, unstable/unsafe housing, food insecurity, mental health challenges, addiction, limited education/training

K4. Occupational information sources, support services, training, and educational options

K5. Legislation and regulations relating to employment, e.g. Human Rights Legislation, Canada Labour Code, Privacy Act, Workers Compensation Act and Employment Standards, Health and Safety regulations

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs must accommodate clients who may have difficulty communicating their strengths and needs and/or understanding the information presented, either because of language used or other factors that might limit communication/cognitive function.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Informed consent**: client's right to be informed, understand, and agree to the services to be provided, roles and responsibilities of the service providers and how information collected during the process will released to others and for what purpose. Signed consent is required as proof of consent. Informed consent is obtained at the beginning of a process and may be required again if the nature of the services provided are later updated or revised.

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Information Sources and Resources for Consideration

— Canadian Career Development Foundation, PRIME 2.0 (Performance Recording Instrument for Meaningful Evaluation) tool, 2019 Edition

— Shepard, B. C., & Mani, P.S. (Eds.). Career development practice in Canada: Perspectives, principles, and professionalism. Toronto, ON: CERIC, 2014.

— Zunker, Vernon G. Career Counselling: A Holistic Approach. 9th Edition. Boston: MA: Cengage Learning, 2016. ISBN 13: 978-1-305-08728-6

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: SERVICE DELIVERY PROCESS

11.4 – Select and Monitor Interventions

Purpose & Context

Career Development Professionals (CDPs) work with clients to select the most appropriate interventions to support achievement of client goals and action plans, based on their aspirations, preferences, employability needs and strengths, and opportunities in the labour market.

Effective Performance

Competent career development professionals must be able to:

P1. Review client file, e.g. employability assessment, action plans

P2. Identify type of goals, e.g. pre-employability, attitudes and attributes, career exploration and decision making, skill enhancement, work search, work maintenance, career growth

P3. Identify possible interventions to meet client needs

P4. Reach agreement with client on which intervention to pursue first:

- Discuss identified intervention options
- Select intervention

P5. Monitor the impact of intervention with client:

- Verify progress to desired outcomes

P6. Revisit and update intervention plan regularly, e.g. changes in employability strengths and needs, progress on action plan, changes in personal life

P7. Evaluate client outcomes

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Key elements required to build a working alliance

K2. CDP scope of practice

K3. Significant issues commonly faced by clients, i.e. poverty, systemic racism, post-traumatic stress, learning disabilities, unstable/unsafe housing, food insecurity, mental health challenges, addiction, limited education/training

K4. Areas of client needs within scope of practice for CDPs:

- Pre-employment challenges, e.g. housing, addiction
- Attitudes and attributes, e.g. self-agency, openness to change, motivation Career exploration, e.g. self-awareness, career decision-making
- Skills enhancement, e.g. formal training, voluntary activities
- Job search, e.g. résumé writing, employment interviews
- Job maintenance, e.g. teamwork, acting on feedback

K5. Interventions to address types of client needs:

- For employability/job readiness, for example:
  - Arrange professional referrals
  - Advocate on behalf of client to address wellness needs
  - Help client build support network
  - Promote mental health
- For attitudes and attributes, for example:
  - Build self-agency
  - Engage reluctant or resistant clients
- For career exploration and decision-making, for example:

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        - Use assessment tools and approaches
        - Help client develop goals and action plans
        - Increase client's labour market awareness
    - For skills enhancement, for example:
        - Develop learning readiness skills
        - Develop job readiness skills
    - For work search, for example:
        - Develop résumés
        - Prepare for employment interviews
        - Build a professional network
    - For work maintenance, for example:
        - Build self-agency
        - Help clients address and prevent conflict
    - For career growth, for example:
        - Support employee mobility within organizations
        - Work with employers to create job opportunities

K6. External factors that affect education and employment, e.g. economic forecasts

K7. Occupational information sources, support services, training, and educational options

K8. Legislation and regulations relating to employment, e.g. Human Rights Legislation, Canada Labour Code, Privacy Act, Workers Compensation Act and Employment Standards, Health and Safety regulations

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs must accommodate clients who may have difficulty communicating their strengths and needs and/or understanding the information presented, either because of language used or other factors that might limit communication/cognitive function.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

Information Sources and Resources for Consideration

- Canadian Career Development Foundation, PRIME 2.0 (Performance Recording Instrument for Meaningful Evaluation) tool, 2019 Edition
- Shepard, B. C., & Mani, P.S. (Eds.). Career development practice in Canada: Perspectives, principles, and professionalism. Toronto, ON: CERIC, 2014.
- Zunker, Vernon G. Career Counselling: A Holistic Approach. 9th Edition. Boston: MA: Cengage Learning, 2016. ISBN 13: 978-1-305-08728-6

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Occasionally, e.g. generally several times a month

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: SERVICE DELIVERY PROCESS

11.5 – Help Client Build Support Network

Purpose & Context

Career Development Professionals (CDPs) coach and assist clients to build a support network consisting of personal and professional contacts. This enables clients to overcome challenges, find practical solutions to issues they are facing, and achieve their career goals.

Effective Performance

Competent career development professionals must be able to:

P1. Identify the type of assistance that might be needed:

- Support in goal clarification
- Advice for overcoming challenges in job search, e.g. using online application systems
- Practical assistance, e.g. childcare, transportation
- Emotional support, e.g. share worries, offer encouragement

P2. Identify person(s) best suited for type of assistance needed, e.g. family member, friend, teacher, Elder or community leader, interest group, health care professional

P3. Help client develop a strategy to engage identified person, for example:

- Prepare a list of items to discuss
- Communicate with person, e.g. phone call, email
- Introduce self and explain specific reason for reaching out
- Describe expectations, e.g. provide advice, help find solutions, share experiences, provide mutual support

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- Seek agreement to support goals
- Set meeting schedule convenient to both parties
- Seek opportunities to reciprocate support
- Express appreciation for support

P4. Monitor client progress in establishing a support network

P5. Amend strategy, as required

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Value of support networks

K2. Strategies to build support networks

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Clients will already have varying degrees of support networks, requiring a tailored approach for each client.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Support network**: people who will provide personal and professional support to a client at all phases of the career development process, by providing constructive feedback and encouragement, celebrating successes, acting as a sounding board, facilitating access to information and people, informing on emerging trends, and offering new connections and ideas.

Information Sources and Resources for Consideration

- None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Minimal difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: SERVICE DELIVERY PROCESS

11.6 – Manage Caseload

Purpose & Context

Career Development Professionals (CDPs) manage a caseload of clients to achieve optimal outcomes and maintain progress from intake interview to case closure.

Caseload management is used to manage several cases and includes establishing a structured time allocation process, coordinating referrals and follow-up with other providers, documenting type and duration of services delivered, and evaluating outcomes.

Effective Performance

Competent career development professionals must be able to:

P1. Select target number of total cases in caseload, considering:

- Time available
- Type of services delivered
- Duration of each service
- Expected outcomes
- Time required for administrative activities
- Time allocated for unexpected events

P2. Schedule activities, considering:

- Frequency of meetings required for each client
- Priority and interdependency of activities

P3. Share schedule with other service providers, as required

P4. Record schedule and services delivered in case management information system

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P5. Review monthly caseload reports on key performance measures:

- Link findings to performance objectives
- Identify causes of underperformance, as required
- Identify additional training, intervention advice, or support needed to improve outcomes
- Make recommendations to resolve organizational issues, e.g. staffing, funding, accountability

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Caseload management policies and procedures

K2. Program and funding sources available to clients

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Labour market trends may impact the amount of time required to meet client needs and achieve outcomes, e.g. finding and keeping a job.
- A number of decisions may be outside of a CDP's control, e.g. funder prescribing case numbers or timeframes.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Caseload:** the number of active cases with which a CDP is concerned at a specific point in time.

Information Sources and Resources for Consideration

- None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: LEARNING AND JOB READINESS

12.1 – Explore Learning and Employment Possibilities

Purpose & Context

Career Development Professionals (CDPs) guide the exploration of learning and/or employment possibilities. CDPs identify activities and sources of information to help clients clarify career objectives.

Effective Performance

Competent career development professionals must be able to:

P1. Recommend resources and information to explore career interests, for example:

- Occupational profiles, e.g. duties, expected salary, work settings, education and training required
- Labour market information, e.g. local economic forecasts
- Education and learning options, for example:
  - Traditional academic settings
  - Open educational resources, e.g. text, media, and other digital assets
  - Community programs, e.g. language courses for new residents
  - Non-traditional learning options, e.g. evening STEM programs for women
  - Apprenticeships, skilled trade programs
- Self-employment guidance, e.g. websites on how to start a business, employment centre programming

P2. Recommend active participation in activities, for example:

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- Talk to friends, family, teachers, members of the community about career choices
- Conduct information interviews with faculty members, alumni, and students currently enrolled in learning programs of interest
- Conduct information interviews with employers and employees, family, community contacts in fields of interest
- Learn about occupation of choice, e.g. volunteer in field of choice, speak with owner of business, talk to incumbents about career path, seek part-time working opportunities
- Attend networking opportunities, e.g. career fairs, mentoring program events, events held by professional associations

P3. Develop an action plan with timelines

P4. Support the client during the exploration activities

P5. Discuss progress regularly, for example:

- Help process information
- Reflect on career needs
- Assist in redefining career goals to align with aspirations

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Labour market information

K2. Economic, political, and global issues that affect education and employment

K3. Occupational information sources, support services, training and educational options

K4. Legislation and regulations related to employment, e.g. Human Rights Legislation, Canada Labour Code, Privacy Act, Workers Compensation Act and Employment Standards, Health and Safety regulations

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Diverse client populations will have complex needs.

— Opportunities for learning and employment may be limited based on location.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **STEM:** Science, technology, engineering and mathematics.

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Labour market research tools and resources, e.g. occupational profiles

— Learning and educational resources, e.g. websites, services providers

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: LEARNING AND JOB READINESS

12.2 – Develop Learning and Employment Possibilities

Purpose & Context

Career Development Professionals (CDPs) identify client learning needs and assist clients in the development of skills that will enable them to meet their learning needs.

Effective Performance

Competent career development professionals must be able to:

P1. Identify client needs, for example:

- Accessing financial support, e.g. grants, loans, scholarships, bursaries, subsidies
- Researching educational and training options, e.g. formal education, apprenticeships, on the job training, upgrading
- Contrasting educational and training options, e.g. eligibility requirements, location, reputation of training or education provider, job prospects after completion
- Selecting options aligned with career goals
- Applying to programs

P2. Formulate strategy to meet needs, e.g. job coaching, workshops, individual assignments

P3. Develop action plan to achieve learning goals

P4. Monitor progress

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Educational and training programs available to clients

K2. Funding options, e.g. grants, governmental incentives

K3. Educational and training trends

K4. Resources listing educational and training options, e.g. Directory of Educational Institutions in Canada, Skills Canada

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Diverse client population will likely present with a varying complexity of learning readiness needs.

— Individual clients' preferred educational options may require additional support, e.g. online learning, studying abroad.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— Website identifying accredited universities in Canada: https://www.univcan.ca/universities/member-universities/

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Minimal difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, meeting records, career development action plan

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: LEARNING AND JOB READINESS

12.3 – Develop Learning and Job Readiness Skills

Purpose & Context

Career Development Professionals (CDPs) help clients prepare for seeking employment by identifying which skills are required and helping them improve on these to aid their job search.

Effective Performance

Competent career development professionals must be able to:

P1. Identify job readiness needs, for example:

- Conducting a job search, e.g. identify advertised jobs, build professional network, contact employers directly
- Preparing a résumé, e.g. select format (chronological, functional, competency-based), tailor résumé to job requirements, seek feedback on draft
- Completing job applications
- Writing cover letters
- Preparing for interviews, e.g. understand job, research organization, identify past experiences demonstrating job requirements, practice interviewing, choose attire, know location of interview, plan travel
- Understanding workplace expectations, e.g. work hours, dress code, travel requirements, rights and responsibilities of employees and employers, Canadian workplace culture
- Acquiring life skills, e.g. basic self-care, dealing with stress, self-esteem, substance abuse prevention, health and nutrition, wellness

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- Participating in job skills training directly related to employment, e.g. use of digital technology, project management, communication, collaboration, innovation and creativity, self-awareness
- Maintaining a job, e.g. arrive on time, follow directions, confirm understanding, ask questions when in doubt, manage conflict, solve problems, commit to learning new tasks, help other team members meet deadlines

P2. Develop strategy to meet needs, e.g. job coaching, workshops, individual assignments, collaboration with other service providers to access resources

P3. Implement strategy, e.g. deliver training session on how to complete a job application, how to prepare for an interview

P4. Develop action plan with the client

P5. Monitor progress

P6. Document interaction

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Job search strategies

K2. Like skills training resources

K3. Resources to support client goals, e.g. industry-specific job banks

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Diverse client populations will likely present with a varying complexity of job readiness needs.
- Depending on client needs, support in accessing unadvertised roles may be required.
- Individual client's preferred occupation may require additional support, e.g. relocation.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Life skills training:** programs addressing social, psychological and attitudinal factors to enhance basic life skills such as self-care, accommodation, public transportation, healthy coping strategies, mental wellness, substance abuse/sexual violence prevention. Programs can be tailored to the needs of targeted groups, e.g. newly arrived refugees, youth, school age children, temporary foreign workers, international students.

Information Sources and Resources for Consideration

- The Canadian Life Skills Program. https://www.peianc.com/en/canadian-life-skills-program Accessed January 6th, 2020

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, plan of action, meeting records

— Resources required to address job readiness need, e.g. self-directed, compendium of training courses (online, in-person)

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.1 – Work with Indigenous Clients

Purpose & Context

Career Development Professionals (CDPs) recognize that a person's values and beliefs may be aligned or different to those associated with their cultural background. CDPs reflect on their own values, beliefs and biases and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of career development interventions.

To prepare to work with Indigenous clients, CDPs develop an understanding of the diverse histories, languages, cultural practices and spiritual beliefs of Indigenous peoples (First Nations, Métis, and Inuit Peoples), and reflect on how these may impact their expectations regarding work, education and training. CDPs gather information on barriers and challenges the client may be experiencing and identify relevant resources. Career Development Professionals (CDPs) help clients prepare for seeking employment by identifying which skills are required and helping them improve on these to aid their job search.

Effective Performance

Competent career development professionals must be able to:

P1. Reflect on values the client may share with own cultural background, for example:

- Importance of language and traditional customs
- Sustainability for future generations
- Respect for the teachings of Elders and Knowledge keepers
- Importance of listening

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- Interconnectedness of all living things
- Importance of family and community

P2. Identify challenges and barriers Indigenous clients may be facing, on-reserve and off-reserve, for example:

- Language barriers
- Literacy barriers
- Lack of local resources for education, training, or community services
- Racism and discrimination
- Poverty
- Limited work experience
- Health conditions
- Child and/or Elder care responsibilities
- Distance between work and community
- Transition from on-reserve to off-reserve setting
- Inadequate housing
- Intergenerational trauma
- Social isolation
- Lack of access to IT
- Lack of trust in social systems
- Underrepresentation of Indigenous persons working as service providers
- Disconnect from culture

P3. Select potential tools and resources designed for Indigenous people that might be useful to support the process, e.g. employment-focused resources, community services and programs, associations, service providers, employers, mentors

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P4. Reflect on how the career development approach might be tailored to meet client's needs, for example:

- Explain legal protections relevant to the client, e.g. Canadian Human Rights Act
- Identify client's support networks, e.g. family, community
- Use culturally relevant approaches, e.g. life stories, guiding circles, life mapping, possible selves, dependable strengths
- Identify strategies to support employers in the recruitment, selection and retention of Indigenous people, e.g. revise hiring process to eliminate barriers to full participation in all aspects of employment
- Develop Indigenous mentor programs to support clients
- Develop training programs and retention strategies with Indigenous communities and leaders
- Identify educational programs to address educational needs, e.g. alternative education program
- Identify job maintenance strategies, e.g. encourage employer to engage elders to review on-boarding process, build aboriginal awareness within workplace, develop cultural leave policy
- Develop a community engagement outreach program

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Histories, languages, cultural practices and spiritual beliefs of First Nations, Métis and Inuit populations

K2. Historical impact of Canadian policies on Indigenous people

K3. Impact of residential schools, e.g. cycle of trauma, intergenerational trauma

K4. Truth and Reconciliation Commission of Canada's Calls to Action

K5. United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

K6. Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls

K7. Legislation impacting Indigenous clients, e.g. Canadian Human Rights Act

K8. Current Indigenous issues, e.g. land claims

K9. Benefits of employing Indigenous workers

K10. Benefits of diversity in the workplace

K11. Labour market information specific to Indigenous people

K12. Local programs to support Indigenous training and development

K13. The impact of cultural background on career development

K14. Strategies to boost recruitment and selection of Indigenous employees:

- Review work to identify or create job opportunities
- Identify possible key barriers to employment specific to the organization
- Review job description to identify essential requirements for selection and non-essential requirements for training and development
- Develop pre-employment or on-boarding strategies to address barriers, e.g. driver's license, on-the-job training, partnering with educational institutions to improve literacy and numeracy

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- Develop training programs and recruitment strategies with Indigenous communities and leaders

K15. Retention strategies to employers:

- Develop diversity and inclusion human resources policies
- Accommodate Indigenous traditional and community/family obligations
- Deliver Indigenous cultural awareness training
- Develop employee assistance programs to meet unique challenges

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.
- CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.
- CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

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Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **First Nations:** term that includes status and non-status Indigenous people (excluding Métis and Inuit) and can also refer to bands.
- **Indigenous:** term used in Canada to collectively describe Inuit, First Nations, and Métis
- **Inuit:** Indigenous people living in northern Canada
- **Métis:** distinct, self-defining Indigenous people who posess both First Nations and Euro-Settler ancestry.
- **Truth and Reconciliation Commission of Canada Calls to Action:** recommendations for Indigenous and non-Indigenous Canadians to redress the legacy of residential schools and to create a reconciled relationship.

Information Sources and Resources for Consideration

- Through an Aboriginal Lens: Exploring Career Development and Planning in Canada. Career Development Practice in Canada. Perspectives, principles, and professionalism. Chapter thirteen, pp 297-330. Natasha Caverley, Suzanne Stewart, Blythe C. Shepard. CERIC Canadian Education and Research Institute for Counselling. Toronto, Canada, 2014.
- Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8.
- Canadian Geographic. Indigenous Peoples Atlas of Canada. Royal Canadian Geographic Society. Ottawa, Canada, 2018.

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including Indigenous clients.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.2 – Work with Immigrant Clients

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of career development interventions.

Career Development Practitioners (CDPs) prepare themselves to work with clients who have recently moved to Canada on a temporary or permanent basis. They understand Canada's immigration programs, and are aware of the diverse languages, values and beliefs of the immigrant client population which may impact expectations regarding work, education and training. CDPs gather information on barriers and challenges the client may be experiencing and identify relevant resources to build a successful intervention.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers, for example:

- Acculturation and adaptation
- Language barriers
- Lack of Canadian work experience
- Foreign credential recognition
- Unemployment and underemployment

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- Inadequate housing
- Racism and discrimination
- Need for employment accommodation, e.g. for religious beliefs or practices

P2. Identify resources and tools to overcome potential barriers, for example:

- Resources designed specifically for immigrant clients, e.g. settlement services, language and credential evaluation, career mentoring, internships, employment-focused programs and resources, Government of Canada website
- General information about living in Canada, e.g., healthcare, education, cost of living, finding a place to live, buying or renting a home, utilities, labour market, finding a job, tax and child benefit, cultural values

P3. Reflect on how the career development approach may be tailored to meet the client's needs, for example:

- Explain legal protections relevant to the client, e.g. Immigration and Refugee Protection Act
- Use culturally relevant approaches, e.g. storytelling, community approach
- Partner with communities and service providers to deliver integrated support programs
- Support adjustment to Canada, e.g. communicate regularly to discover issues or challenges being faced that can be resolved
- Help navigate various systems, e.g. medical, taxation, education, childcare, financial, legal, healthcare
- Work with employers to build inclusive HR practices

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Legislation impacting immigrant clients, e.g. Immigration and Refugee Protection Act

K2. Canada's immigration programs:

- Economic and family immigration programs, for example:
  - Federal Skilled Worker Program
  - Federal Skilled Trades Program
  - Provincial nominee program
  - Start-up visa program
  - Caregiver program
- Refugee resettlement
- Temporary programs, such as:
  - Temporary foreign worker program
  - International mobility program
  - International Experience Canada

K3. Programs and services for immigrants to Canada, e.g. provincial and territorial specific programs

K4. Resources and services, e.g. associations, service providers

K5. Application of public policies and programs as they apply to new Canadians:

- Healthcare
- Education
- Legal
- Financial

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- Tax System

K6. Labour market information

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.
- CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.
- CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Acculturation:** cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture.

Information Sources and Resources for Consideration

- Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.
- Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8.

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including immigrant clients.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

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13.3 – Work with LGBTQ2+ Clients

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of career development interventions.

To prepare for working with LGBTQ2+ clients, CDPs must develop an understanding of the challenges and barriers LGBTQ2+ clients face and how this may impact expectations regarding work, education and training.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers, LGBTQ2+ clients may be facing:

- Hostile learning and working environments
- Discrimination/stereotypes
- Workplace issues, e.g. limited career advancements, heterosexism
- Limited access to specific occupations, fields, or growth opportunities
- Homophobia
- Biphobia
- Transphobia

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- Physical and psychological violence
- Identity issues and self-criticism
- Rejection/Isolation
- Poverty

P2. Identify documents, tools, and resources to overcome potential barriers, for example:

- Local support networks, organizations and schools with sexual orientation and gender identity in their non-discrimination policies
- LGBTQ2+ mentors and role models
- List of LGBTQ2+ friendly work environments
- LGBTQ2+ associations and interest groups, e.g. Canadian Gay and Lesbian Chamber of Commerce, Out & Equal, Egale Canada, Parents and Friends of Lesbians and Gays Canada (PFLAG)

P3. Tailor services to meet the client's needs, for example:

- Explain legal protections relevant to the client, e.g. Canadian Human Rights Act
- Use gender-neutral, non-heteronormative language
- Provide effective coping techniques for different types of oppression
- Adopt self-esteem interventions, positive self-talk, reframing, forgiveness
- Develop advice and guidance for employers, e.g. legislative requirements, HR policies and practices that support diversity and inclusion, workplace sensitivity training, employee assistance programs, recruitment strategies, benefits of inclusive workplaces

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Legislation and regulation, e.g. Canadian Human Rights Act, Canadian Charter of Rights and Freedoms, Provincial Acts and Codes and the Criminal Code 2017, rights of LGBTQ2+ persons (i.e. gender identity and gender expression as protected from discrimination)

K2. Models of identify formation

K3. Transition process, e.g. physical appearance, medical concerns, psychological adjustment, legal issues

K4. Development of gender identities

K5. Development of self-concept

K6. Language sensitive to LGBTQ2+ people

K7. Culturally different views on sexual orientation and gender identity

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.

— CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.

— CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

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Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **LGBTQ2:** acronym to identify lesbian, gay, bisexual, transgendered, queer and two-spirited persons.
- **Bisexuality:** attraction to both male-identified and female-identified persons.
- **Biphobia:** fear or hatred of bisexual persons or bisexuality.
- **Cisgender:** a person whose sense of personal identity and gender corresponds with their birth sex.
- **Coming out:** process of becoming aware of one's sexual orientation and sharing with others.
- **Gay:** person who is attracted to someone of same sex or gender.
- **Gender role:** stereotypical expectations of an individual based on gender.
- **Gender identity:** person's sense of own gender, which need not correlate to assigned sex at birth.
- **Heterosexuality:** attraction to persons of opposite sex.
- **Heterosexism:** form of oppression that targets people who are gay, lesbian and bisexual.
- **Homosexuality:** attraction to persons of same sex.
- **Homophobia:** fear or hatred of homosexuals.
- **Lesbian:** a female identified person who is attracted to female-identified persons.
- **Straight:** term used to refer to a person who identifies as heterosexual.
- **Trans:** term used to represent range of gender identities.
- **Transgender:** umbrella term to identify a person who transcends traditional gender roles e.g., transsexuals, Two Spirit people.

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— **Two Spirit:** a modern umbrella term used by some Indigenous North Americans to describe Aboriginal people who fulfill a traditional third-gender (or other gender-variant) ceremonial role within their culture.

Information Sources and Resources for Consideration

— Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

— Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including LGBTQ2+ clients.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

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Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.4 – Work with Youth at Risk

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of career development interventions.

To prepare for working with youth at risk, CDPs develop an understanding of the challenges and barriers this client population faces and how this may impact expectations regarding work, education and training.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers youth at risk may experience, for example:

- Low-wage and low-skilled work
- Poverty
- Experience with child welfare services
- Experience with the youth justice system
- Lack of support system
- Lack of work experience
- Limited education

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- Homelessness or inadequate housing
- Mental health issues, e.g. substance abuse
- Lack of role models
- Lack of permanent address
- Financial pressures
- Limited access to social programming due to age limits
- Low self-esteem
- Dysfunctional family dynamics
- Bullying

P2. Identify documents, tools and resources to overcome potential barriers, for example:

- Employment programs for at-risk youth, e.g. paid pre-employment training, job matching and paid job placements, mentorship opportunities, education and work transition support, entrepreneurship centres, youth centers
- Data on trends, changes, gaps and emerging opportunities in labour market to identify future job opportunities, e.g. apprenticeship in the trades
- Professional service providers specialized in delivery of services for this client population

P3. Reflect on how the career development approach may be tailored, for example:

- Explain legal protections relevant to the client, e.g. Canadian Human Rights Act
- Deliver training to support job search activities, e.g., résumé writing, employment interviews, life skills, literacy (digital, financial, numeracy, language)
- Access to short-term work experience
- Access to mentoring initiatives
- Access to volunteer opportunities

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- Access to paid and unpaid apprenticeships, co-op placements and internships
- Build networking opportunities
- Increase employer awareness of programs and incentives to assist them in hiring youth
- Communicate benefits gained by employers who hire youth
- Communicate with respect to build trust
- Use of informal, rather than formal, assessment tools

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Legislation impacting youth at risk, e.g. Canadian Human Rights Act

K2. Sources for tailored support for youth facing barriers

K3. Alternative service providers that may meet client needs exceeding CDP's competency and capacity, e.g. community supports, emergency and transition housing

K4. Factors that create inequalities for youth, e.g. social systems, socio-economic factors

K5. Work development for youth at risk research, e.g. prevention research programs, policy driven research, theoretical perspectives and intervention approaches, evidence-based educational and employment focused programs

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.

— CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.

— CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

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Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Youth at risk:** youth exposed to conditions that may impact their ability to successfully achieve educational and employment outcomes, e.g. homelessness, physical and emotional abuse or neglect, hostile school environment, alcohol and drug abuse, mental health issues.

Information Sources and Resources for Consideration

- Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

- Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including youth at risk.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

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13.5 – Work with Clients Affected by Work Disruption

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that will negatively impact the well-being of the client and the outcomes of career development interventions.

To prepare for working with clients affected by work disruption, CDPs must develop an understanding of the challenges and barriers clients face and how this may impact expectations regarding work, education and training. CDPs must look for solutions that combine the needs of local employers and job seekers.

Work disruption can occur due to multiple factors, including automation, globalization, artificial intelligence, and economic conditions.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers clients face when seeking employment as a result of work disruption, for example:

- Psychological effects of job loss, e.g. loss of self-confidence, feeling of insecurity, stress about providing for family
- Discrimination, e.g. ageism

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- Loss of social support
- Outdated skills and training
- Inability to access retraining
- Limited recognition of skills
- Unstable employment
- Poverty
- Mobility constraints
- Lack of ability, or willingness, to consider new roles

P2. Identify documents, tools and resources to overcome potential barriers, for example:

- Techniques to cope with stress
- Opportunities to develop new skills
- Professional support services, e.g. health care professionals, financial advisors, business strategists, industry experts, elders, cultural advisors
- Resources to stimulate and support career exploration
- Career pathways for current, and similar, industries
- Local labour market information

P3. Reflect on how the career development approach can be tailored, for example:

- Explain legal protections relevant to the client, e.g. Canadian Human Rights Act
- Ensure health and well-being of client, e.g. facilitate access to support
- Identify current skillset
- Identify local employer needs to fill positions in occupations that require a skillset similar to that of client

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- Determine desirability of selected potential occupations, e.g. salary, benefits, hours of work, projected growth of employment, time required to achieve credential and experience requirements
- Identify skills gaps and develop strategies to close gap, e.g. formal training, self-directed learning
- Meet with potential employers to explore work opportunities

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Types of career transitions (anticipated and unanticipated) and their implications to career development interventions

K2. Causes of unemployment and their implications to career development interventions, e.g. outsourcing, advances in technology, relocation, redundancies, termination

K3. Legislation impacting people affected by work disruption, e.g. Canadian Human Rights Act

K4. Use of labour market information to support transition to another industry, i.e. data on trends, changes, gaps

K5. Occupations in high demand in local area

K6. Funding available to support workers in transitioning to high-demand occupations

K7. How job loss as a result of work disruption may impact physical, mental, emotional and spiritual wellness

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.

— CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.

— CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

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Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Work disruption:** trends that significantly affect labour markets, e.g. globalization, technological innovations.

Information Sources and Resources for Consideration

— Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

— Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Occasionally, e.g. generally several times in a month

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of work disruption situations.

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Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.6 – Work with Clients Living in Poverty

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and biases and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of a career development intervention They know that poverty in Canada is experienced across race, gender, sexual orientation, citizenship status in all regions of the country.

In preparation to working with clients living in poverty, CDPs must be knowledgeable about the unique challenges and barriers of this client population to develop realistic and attainable career development interventions. CDPs recognize that meeting basic needs is critical to career development outcomes.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers individuals experiencing poverty may be facing:

- Homelessness or inadequate housing
- Inability to pay for transportation
- Inability to pay for housing, food, childcare, health care, and education
- Lack of access to IT
- Health conditions, e.g. physical health, mental health, substance abuse

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- Discrimination/stereotypes
- Social isolation
- Difficulty accessing resources, e.g. primary health care, food bank, social system
- Lack of official identification and information, e.g. photo ID, health care card, proof of income, proof of address
- Fear of losing benefits when accessing social assistance
- Lack of professional attire

P2. Identify possible solutions to overcome potential barriers, for example:

- Explain legal protections relevant to the client, e.g. Canadian Charter of Rights and Freedoms
- Facilitate access to resources, e.g. local community services for basic needs, emergency financial assistance, social assistance programs, legal advice and representation
- Advocate to potential landlord, employer, educational institute, community service
- Adapt delivery of career services, e.g. create informal intake, offer flexible appointment process

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Poverty in Canada, e.g. definition, prevalence, categories of poverty, measures of poverty, causes, factors of vulnerability, impact on lives

K2. Poverty in the CDP's local area

K3. Factors contributing to poverty, such as:

- Unequal access to employment opportunities
- Systemic inequities in economy and society
- Unaffordable housing
- Decreased employment opportunities
- Diminishing government assistance
- Limited education levels
- Literacy levels
- Lack of vocational training

K4. Social resources, e.g. local community services, social assistance programs

K5. Legislation impacting people living in poverty, e.g. Canadian Charter of Rights and Freedoms

K6. National, provincial and local social justice initiatives

K7. Service providers that may meet client needs exceeding CDP's competency and capacity

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.

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— CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.

— CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Poverty:** standard of living that prevents an individual from meeting current and future basic needs.

Information Sources and Resources for Consideration

— Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

— Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

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— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including clients experiencing poverty.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.7 – Work with Clients Post-incarceration

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that might negatively impact the well-being of the client and the outcomes of career development interventions.

In preparation to working with clients with a criminal record and/or post-incarceration, CDPs must be knowledgeable about the unique challenges and barriers faced following a conviction, and how these may impact expectations about, and access to, work, education and training.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers clients with a criminal record may be facing, for example:

- Homelessness or inadequate housing
- Discrimination
- Lack of adequate discharge planning
- Difficulty reintegrating into society
- Lack of a support network

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- Lack of training
- Gap in employment history
- Inadequate reintegration supports
- Restrictive parole or probation requirements
- Lack of knowledge of current labour market
- Disqualification from specific roles due to criminal record
- Poverty

P2. Select potential tools and resources designed to facilitate reintegration, for example:

- Reintegration services
- Lodging and financial assistance
- Addiction and harm reduction services

P3. Reflect on how the career development approach might be tailored to meet client's needs, for example:

- Explain legal protections relevant to the client as applicable in client's province/territory
- Assist client in obtaining and maintaining permanent housing, accessing food, clothing, hygiene items
- Build social support, e.g. family, community
- Continuity of care with health professionals, e.g. substance abuse treatment program, after care programming
- Ensure coordinated support services, e.g. agencies in the criminal justice and social service systems
- Engage communities in planning and delivery of reintegration
- Explore training options
- Explore reintegration services

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- Connect individual with needed supports and services
- Help build financial literacy

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Programs designed to cater to the needs and issues related to justice-involved individuals, e.g. pre-release preparation, education, and training programs

K2. Judiciary status of client, e.g. parole, statutory release, probation

K3. Legislation impacting people post-incarceration, e.g. British Columbia's Human Rights Code, Quebec's Charter of Human Rights and Freedoms, Newfoundland and Labrador's Human Rights Act

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.

— CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.

— CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

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Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— Griffiths, Curt T., Dandurant, Yvon, Murdoch, Danielle. National Crime Prevention (NCPC). Research Report: 20017-2. The Social Reintegration of Offenders and Crime Prevention, April 2007. ISBN: 978-0-662-46888-2. Catalogue number: PS4-49/2007E

— O'Grady, Dr. William, Lafleur, Ryan, John Howard Society of Ontario. Reintegration in Ontario: Practices, priorities, and effective models. University of Guelph, 2016.

— Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

— Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including clients experiencing poverty.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.8 – Work with Clients Living with a Disability

Purpose & Context

Career Development Professionals (CDPs) reflect on their own values and beliefs and seek to understand those of their clients. CDPs challenge their own assumptions and avoid stereotypes that may negatively affect the well-being of the client and the outcomes of career development interventions.

In preparation to working with clients living with a disability, CDPs must be knowledgeable about the unique challenges and barriers specific to living with a disability and how it may impact expectations and access to work, education and training.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenges and barriers people with disabilities may be facing, for example:

- Recruitment procedures, e.g. complicated application forms, online channels
- Physical accessibility issues
- Discrimination
- Inadequate housing
- Discomfort with disclosing disability
- Lack of knowledge of accommodations needed

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- Unfamiliarity with rights of persons with disabilities, e.g. employers' duty to accommodate
- Working conditions, e.g. limited flexible working or job-sharing options
- Poverty

P2. Identify documentation, tools and resources available to overcome challenges and barriers, for example:

- Resources, programs and services designed specifically for persons with a disability
- Resources designed for employers to create an inclusive workplace

P3. Reflect on how the career development approach may be tailored to meet the client's needs, for example:

- Explain legal protections relevant to the client, e.g. Canadian Human Rights Act
- Develop list of external health and support organizations
- Develop strategies to support client, job coaching, supported training, at-work assistance
- Develop pre-employment strategies and support, e.g. transportation
- Formulate strategies to improve workplace inclusivity, e.g. outline legislative requirements, review onboarding process, explain reasonable accommodations
- Collaborate with community partners that support persons with a disability

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Types of disabilities, e.g. vision impairment, hearing impairment, mobility impairment, mental illness, chronic health condition

K2. Relevant legislation, e.g. Canadian Human Rights Act, Employment Equity Act, Accessible Canada Act

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K3. Onboarding process and accommodation practices relevant to persons with disabilities, e.g. use of service animal, inclusive policies and procedures, workstation modifications

K4. Reasonable workplace adjustments, e.g. role descriptions, hours or shift patterns, quieter areas of the office, print on coloured paper

K5. Accommodations in the assessment process:

- Presentation or format
- Response format
- Scheduling/timing

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.
- CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.
- CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Duty to accommodate:** ensuring equal employment opportunities for persons with disabilities is well-established in Canadian law and jurisprudence, it is expected that workplaces will provide accommodations, up to a point of undue hardship.

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Information Sources and Resources for Consideration

— Shepard, Blythe C. & Mani, Priya A. Eds. Career Development Practice in Canada. Toronto: CERIC Canadian Education and Research Institute for Counselling, 2014. ISBN: 978-0-9811652-3-3.

— Zunker, Vernon G. Career Counselling: A Holistic Approach 9th edition. Boston: Loose-leaf Edition, 2016. ISBN-10: 978-1-305-40106-8

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including clients living with a disability.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

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Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: AWARENESS OF DIVERSE WORLDVIEWS

This competency is part of a series on "awareness of diverse worldviews". Each client is unique and may identify with one or more of the competencies contained in this Competency Series; no single competency is meant to cover the spectrum of any individual. Contained in the competency are 'good guidance' standards as defined by the target population.

13.9 – Work with Clients Experiencing Racism

Purpose & Context

Career Development Professionals (CDPs) recognize and address the profound impact of racism on individuals' career journeys. CDPs engage in ongoing self-reflection, challenge their biases, and strive to understand the unique experiences of clients affected by racism. They educate themselves on historical and contemporary manifestations of racism, acknowledging the intersectionality of race with other identities. They collaborate with clients to explore and navigate the specific challenges posed by racism in their career development.

To prepare to work with clients experiencing racism, CDPs develop an understanding of the diverse history of social, economic, and political racism in Canada, and reflect on how these historical and current experiences may impact their clients' expectations regarding work, education, and training. CDPs actively seek information on barriers and challenges faced by clients and identify and use relevant resources to address these concerns. They empower individuals affected by racism to articulate their career goals, aspirations, and concerns.

Effective Performance

Competent career development professionals must be able to:

P1. Identify potential challenges and systemic barriers faced by the client, for example:

- Language barriers
- Racism and discrimination
- Stereotypes

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- Limited career advancements or growth opportunities
- Limited access to specific occupations, fields, etc.

P2. Identify tools and resources suitable to support the client in addressing challenges and barriers, for example:

- Employment-focused resources
- Community services and programs
- Associations and service providers
- Employers and mentors, etc.

P3. Develop tailored interventions based on client needs, for example:

- Share legal protections relevant to the client
- Identify the client's support networks, e.g. family, community,
- Use culturally relevant approaches.
- Identify strategies to support employers in the recruitment, selection, and retention of racialized people
- Identify job maintenance strategies, etc.

P4. Participate in learning opportunities relating to diversity, inclusion, and systemic barriers faced by clients, for example:

- Intergenerational trauma
- Unemployment and underemployment
- Need for employment accommodation, e.g. for religious beliefs or practices
- Sense of self and struggles related to self-identity, etc.

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Principles of anti-oppressive practice, anti-racism, and allyship

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K2. Legislation and regulation, e.g. Canadian Human Rights Act, Canadian Charter of Rights and Freedoms, Provincial Acts and Codes, the Criminal Code, Multiculturalism Act, etc.

K3. Race-based personal barriers, ways in which multiracial individuals self-identify and understanding of racial privileges

K4. Race-based systemic barriers, their historical context and their impacts on career development opportunities for individuals

K5. Community resources and other support services available to clients, including:

- Eligibility criteria for these services
- Quality of these services
- Referral process for these services

K6. Historic segregation and internment of cultural and racialized groups / Historical impact of Canadian policies on racialized individuals

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs serve clients with diverse worldviews. Clients' worldviews may influence their career choices and decisions. CDPs must reflect on these worldview factors to develop culturally sensitive and effective interventions.
- CDPs serve clients who may present with complex barriers and challenges, including those stemming from discrimination and systemic inequalities. Clients often navigate contexts where opportunities are limited due to these factors.
- CDPs serve clients who may present with past experiences of trauma and exclusion that may affect clients' trust in career services. CDPs should approach their work with sensitivity to these histories, fostering an environment where clients feel safe and supported.

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Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Ally:** a person who actively supports and advocates for marginalized individuals or groups, working to challenge and dismantle systems of oppression and discrimination.
- **Anti-Oppressive Practice:** a framework that aims to challenge and dismantle systems of oppression and discrimination within society that create unequal power dynamics and marginalize certain groups of people such as racism, sexism, homophobia, ableism, and classism, etc.
- **Bigotry:** intolerance or prejudice towards individuals or groups based on their beliefs, characteristics, or affiliations.
- **Racialization:** process by which social structures assign racial identities to individuals or groups, often leading to differential treatment based on perceived racial characteristics.
- **Racialized:** individuals or groups who are categorized or treated differently based on their perceived race or ethnicity within societal structures.
- **Racism:** a set of implicit or explicit beliefs, assumptions and actions based on the ideology of inherent superiority of one racial or ethnic group over another leading to oppression and discrimination, often perpetuated systematically through institutional policies and practices.
- **Worldview:** how a person perceives and interprets the world as shaped by cultural lens, individual values, and beliefs.

Information Sources and Resources for Consideration

- **TRIEC's Inclusive Workplace Competencies** (https://triec.ca/competencies/) - TRIEC's Inclusive Workplace Competencies can help understand the knowledge, skills, and behaviours that can help organizations create an inclusive workplace. The Inclusive Workplace Competencies is a research-based framework that can be incorporated into training programs and existing competencies models.
- **ONE NS Dashboard** (https://www.onens.ca/goals/goal-8-employment-rate-first-nations-and-african-nova-scotians) - Ivany Commission made 19 recommendations

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to improve the economic future of Nova Scotia including Goal 8 of levelling employment rates among racialized groups to the provincial average. The dashboard is updated as new information from Statistics Canada is received, reviewed, and compared to the current information for each goal. There are typically 3-5 updates throughout the year.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals, including clients living with a disability.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CAREER RESOURCES

14.1 – Maintain and Deliver Career Resources

Purpose & Context

Career Development Professionals (CDPs) collect and identify career resources and deliver services to support career development. CDPs ensure that these resources (virtual or physical) can be easily accessed by clients at their convenience.

Effective Performance

Competent career development professionals must be able to:

P1. Research information and resource needs, for example by:

- Using a questionnaire
- Categorizing information requests
- Conducting focus groups
- Evaluating labour market needs

P2. Select resources, considering, for example:

- Alignment with identified needs
- Cost
- Currency of information

P3. Keep up-to-date resources (virtual or physical) accessible to clients, for example:

- Assessments tools
- Career information, e.g. occupational profiles, labour market information
- Résumé guidance and samples

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- Cover letter guidance and samples
- Interview preparation guides and resources e.g. interview simulations, tutorials
- Social media training modules
- Contacts, e.g. employer brochures, industry directories, volunteer recruiters

P4. Evaluate services:

- Identify key performance indicators:
  - Usage statistics, e.g. number of appointments, attendance, assessments, online visits
  - Satisfaction data, e.g. user, employer
  - Outcomes, e.g. job offer, job acceptance, job maintenance, acceptance to education program
- Develop measurements tools
- Measure outcomes
- Analyze findings
- Recommend improvements
- Implement recommendations

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Labour market information, e.g. local, regional, national

K2. Career resources, e.g. occupational profiles, industry websites, professional associations, training materials to support job search, job search websites, career related self-assessment tools, educational programs

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Depending on the volume of information requests, CDPs may require a dedicated database in order to determine growing information needs

— Career resources may be virtual or located in a physical space where CDPs provide tailored career services

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None.

Information Sources and Resources for Consideration

— None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of three months experience to acquire the skills necessary to manage career resources.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Career resources

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CAREER RESOURCES

14.2 – Maintain Current Knowledge of Labour Market

Purpose & Context

Career Development Professionals (CDPs) must remain aware of developments in the labour market both at a national level, in their local community, and within the industries their clients are likely to enter. They are also aware of key developments in society that have repercussions on labour market demands, such as political, economic, social and technological changes.

Labour Market Information describes key aspects of a labour market, such as the levels of vacancies in clients' chosen fields and what wages to expect in specific roles. Because labour markets are constantly changing, it is important to have up-to-date information to best serve clients.

CDPs use this information to meet the needs of both their clients and employers. Accurate, relevant and current information helps assist clients in developing realistic and achievable career goals. CDPs must be skilled at locating and analyzing labour market information.

Effective Performance

Competent career development professionals must be able to:

P1. Describe local, regional, national and international labour market information, including:

- Past and present trends
- Future projections
- Potential employers and training programs

P2. Appraise labour market information based on source, methodology, date of publication, cautionary note of authors

P3. Describe key societal developments influencing labour market trends:

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- Political changes, e.g. elections and policy shifts
- Economic developments, e.g. income levels, unemployment rate
- Socio-cultural shifts, e.g. age composition of population
- Technological advancement, e.g. disruptive innovations

P4. Relate current events to the labour market, e.g. announcement of new distribution centre, closure of major community employer

P5. Apply labour market information to assist client in career planning and job search:

- Interpret labour market information in the context of client's career decision-making and aspirations, skills, knowledge and needs
- Compare client's skills and abilities to those in demand in the labour market
- Explain how clients can apply labour market information to their work search
- Outline educational and training opportunities and resources
- Discuss educational requirements associated with future workforce

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. General structure of the labour market

K2. Types of labour market information

K3. Research methods to obtain labour market information

K4. Labour market trends

K5. Labour market information, e.g. impact of LMI on labour market outcomes, role of LMI in career decisions

K6. Labour market information sources:

- Internet-based databases, e.g. Google, social science research network
- Websites of organizations, e.g. Conference Board of Canada, ESDC, Institute for Research on Public Policy
- Industry-specific websites, e.g. Tourism HR Canada, Canadian skills training and employment coalition for the manufacturing labour force in Canada
- Job banks, e.g. Canada.ca Find a Job
- Job search assistance and career counseling

K7. Economic, political, and global issues that affect education and employment

K8. Information sources for societal trends, e.g. reputable news outlets and reports by think tanks

K9. Occupational information sources, support services, training and educational options

K10. Legislation and regulations related to employment, e.g. Human Rights Legislation, Canada Labour Code, Privacy Act, Workers Compensation Act and Employment Standards, Occupational Health and Safety

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Job opportunities and trends in the labour market are unique to each region. CDPs must be prepared to research and establish local labour market information, including information about specific job openings, skill shortages and surpluses

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None.

Information Sources and Resources for Consideration

— None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Very hard or challenging

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of six months to acquire labour market knowledge.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Internet-based resources and tools

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CAREER RESOURCES

14.3 – Use Assessment Tools and Approaches

Purpose & Context

Career Development Professionals (CPDs) guide clients in the using a range of assessment methods (self-directed and CDP facilitated) to inform career decisions. This enables the client to have clarity on their traits such as strengths, interests, and values, explore learning and work options, and make informed decisions about career goals.

Career Development Professionals will determine what assessment methods are appropriate based on the evaluation of client needs.

Effective Performance

Competent career development professionals must be able to:

P1. Formulate assessment options aligned with client's objectives, considering:

- Socio-economic context
- Career choices and career determinants
- Current and future labour market conditions

P2. Explain the purpose of assessment methods, for example:

- Gain insights into own values, beliefs, and work preferences
- Identify strengths and areas of improvement
- Identify career options and possibilities not yet considered

P3. Present assessment approach options, such as:

- Self-assessments, e.g. workbook

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- Standardized assessment tools and inventories, e.g. career interest, personality inventory
- Informal assessments, e.g. dependable strengths, pattern identification exercise, mapping

P4. Select proposed assessment strategy with the client:

- Describe the selected assessment(s)
- Inform client how results will be used

P5. Obtain informed consent, as required, e.g. standardized tests

P6. Implement assessment strategies, e.g. facilitate guiding circle, administer assessment method, provide self-assessment tools and resources

P7. Review assessment findings with client

P8. Identify next steps with client, e.g. set a career goal

P9. Document interaction

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Career development theories and models underpinning assessment methods

K2. Categories of assessment methods, for example:

- Personality inventories
- Interest assessments
- Abilities and skills assessments
- Self-directed questionnaires and inventories
- Narrative story telling
- Structured activities, e.g. pattern identification exercises, creating mini self-portraits

K3. Standardized/formal assessment versus non-standardized/informal assessment

K4. Norms and sampling in standardized assessment

K5. Prediction and discrimination in standardized assessment

K6. Testing principles and ethical use of tests

K7. Cautions and limitations in the use of assessment

K8. Appropriate purpose/uses of assessment

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Clients who present with complex barriers or issues may require the support of a career development professional throughout the assessment process.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None.

Information Sources and Resources for Consideration

- Standards of Educational and Psychological Testing. American Educational Research Association, American Psychological Association, National Council on Measurement in Education, 2014. ISBN 978-0-935302-35-6 Washington DC

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Self-assessment tools

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CAREER RESOURCES

14.4 – Deliver Services Using Technology

Purpose & Context

Career Development Professionals (CDPs) use technology and social media to deliver career development services. Technology provides opportunities to meet virtually with a client and facilitates interactive training and experiential learning through online portals. It optimizes successful outcomes using job-search technology, social media strategies, mobile technologies and internet-based applications. Technology also supports self-guidance and promotes empowerment.

CDPs adhere to legal and ethical requirements when using technology. This includes protecting confidentiality, securing information and ensuring equality of access.

Effective Performance

Competent career development professionals must be able to:

P1. Identify technologies available to support career services

P2. Select technologies, considering:

- Ease of use
- Availability
- Accessibility
- Language
- Technical requirements for user
- Cost

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- Privacy, data protection, content copyright, e.g. level of protection of data and contents, data and content ownership, data and content backup and storage options

P3. Adhere to copyright requirements

P4. Maintain up-to-date content:

- Verify electronic links are working
- Verify validity and reliability of information being accessed

P5. Determine client readiness for career services supported by technology:

- Verify understanding of purpose of proposed tools and resources
- Verify that the client can use the technology, i.e. digital literacy
- Verify that client has access to technology, e.g. no financial or practical limitations

P6. Obtain informed consent of client to use technology-based career services:

- Present benefits and limitations
- Identify alternative solutions
- Explain confidentiality of electronic records and transmissions
- Explain privacy and security measures, e.g. encryption

P7. Verify client identity when using technology and social media to interact with client, e.g. password

P8. Resolve issues with technology, if required

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Technology tools and resources to deliver career services, e.g. social media, online career games, virtual career centres, web-based career resources

K2. Ethical considerations in delivering career services using technology, e.g. informed consent, confidentiality, privacy and security of data

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Client readiness to use technology to access career services will vary, requiring CDPs to choose a type of service delivery most appropriate to client needs.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None.

Information Sources and Resources for Consideration

— None.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Technology tools and resources to deliver career services

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.1 – Work with Clients to Develop Résumés

Purpose & Context

Career Development Professionals (CDPs) assist clients in developing and updating résumés to present marketable skills. Clients use their résumé at multiple stages of the career development and work search process.

Clients may need different versions of their résumé to market their value proposition effectively to recruiters, employers, and other contacts to meet the needs and preferences of the recipient.

Effective Performance

Competent career development professionals must be able to:

P1. Gather documents to inform résumé:

- Current and previous versions of résumé
- Documents related to education, e.g. transcripts, degrees, professional certification
- Documents related to experience, e.g. job descriptions, performance reviews
- Documents related to desired role, e.g. sample job posting

P2. Review collected information to identify information gaps or inconsistencies

P3. Itemize résumé information:

- Knowledge, skills and abilities
- Employment and volunteer work
- Education

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- Training and development
- Accomplishments
- Extracurricular, community involvement
- Research, teaching, publications

P4. Describe commonly used components of the résumé, e.g. contact information, headline, competencies, experience, education, accomplishments

P5. Explain how résumés are screened by employers, e.g. Applicant Tracking Systems

P6. Offer guidance on writing résumé, for example:

- Select format suited to opportunity, e.g. chronological, functional, competency-based
- Represent information truthfully
- Focus content on target market, e.g. position, company, industry
- Incorporate components of value proposition:
  - Qualifications, skills, knowledge, and abilities relevant to the target position
  - Specific examples of accomplishments
- Exclude personal information, e.g. photo, age, marital status, gender, religion, political affiliation
- Minimize the impact of elements that might be perceived negatively, e.g. employment gaps, short employment terms, incomplete education, limited Canadian experience

P7. Review final draft for grammar and spelling, accuracy, and layout

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Written comprehension, written expression, and oral proficiency

K2. Current knowledge of expectations relevant to job search documentation, e.g. format, social media

K3. Legislation, e.g. human rights legislation, employment standards

K4. Types of résumés: chronological, functional, competency-based

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Clients may present with significant barriers and challenges requiring mitigation in the résumé.

— Résumé style required varies between sectors, e.g. government, private.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Value Proposition:** is a message that a client can use to consistently communicate his or her promise of value to potential employers. Note this term originated as a marketing strategy to sell products to buyers. In career development, the client is considered “the product” and the employer “the buyer”.

— **Applicant Tracking System (ATS):** software application that recruiters and employers use to manage the recruiting and hiring process. Organizes and analyzes résumés and tracks candidates through the hiring process.

Information Sources and Resources for Consideration

— Graham, Sharon. The Canadian Résumé Strategist 2020 Edition: Certified Résumé Strategist Study Guide. 7th edition. Career Professionals of Canada, Milton, Ontario, 2020.

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— Graham, Sharon. Best Canadian Résumés: 130+ Best Canadian-Format Résumés. 4th edition. Career Professionals of Canada, Milton, Ontario, 2020.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, action plan

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.2 – Work with Clients to Write Communications

Purpose & Context

Career Development Professionals (CDPs) help clients write communications. This commonly includes a cover letter to introduce the résumé and value proposition, which may be required at multiple stages of the career development and work search process.

Effective Performance

Competent career development professionals must be able to:

P1. Outline various types of written communications, e.g. cover letter, informational interview request, follow-up letter, confirmation letter, reference page, online profile

P2. Collect information required to write communications, e.g. performance reviews, educational transcripts, job posting

P3. Explain how to write communications:

- Focus on a specific target market, e.g. job, company, or industry
- Explain reason for communication, e.g. job advertisement, referral
- Use appropriate tone, e.g. conversational, professional
- Write original material, e.g. do not copy directly from résumé or job posting
- Represent facts truthfully
- Present consistent value proposition
- Relate skills and accomplishments to the prospective employer's needs, e.g. job posting requirements

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- Exclude personal information, e.g. age, marital status, gender, religion, political affiliation
- Mitigate issues related to challenges or barriers, e.g. employment gaps, short employment terms, incomplete education, limited experience, terminated from position, older candidate

P4. Give advice to client on design of communications:

- Match design and formatting of the document with the résumé, when appropriate
- Use font effects sparingly to make certain content stand out, e.g. underline, bold, italics
- Structure design elements consistently, e.g. section headings, bullets, line and character spacing, margins, paragraph justification

P5. Proofread communications:

- Use a Canadian dictionary and style guide
- Address errors in format, content, grammar, and spelling
- Resolve inconsistent design

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Client's background, target market and submission process.

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Depending on the type of practice, CDPs might write communications or provide guidance to clients.
- CDPs may work with a broad range of clients or a specific demographic, e.g. new immigrants, and clients may present with significant barriers and challenges requiring mitigation.
- The application process differs based on sector e.g. government, private.
- CDPs may refer to specialists for complex materials, e.g. marketing presentations, business proposals, business cases.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Value Proposition:** is a message that a client can use to consistently communicate his or her promise of value to potential employers. Note this term originated as a marketing strategy to sell products to buyers. In career development, the client is considered “the product” and the employer “the buyer”.

Information Sources and Resources for Consideration

- Graham, Sharon. *The Canadian Résumé Strategist 2020 Edition: Certified Résumé Strategist Study Guide*. 7th edition. Career Professionals of Canada, Milton, Ontario, 2020.
- Graham, Sharon. *Best Canadian Résumés: 130+ Best Canadian-Format Résumés.* 4th edition. Career Professionals of Canada, Milton, Ontario, 2020.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

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Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, action plan

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.3 – Work with Clients to Assemble Portfolios

Purpose & Context

Career Development Professionals (CDPs) guide clients to collect a portfolio of career development documents. Clients use this portfolio to present evidence of their qualifications for various applications, e.g. employment opportunities, educational credentials.

CDPs review portfolios of evidence that may be compiled in paper or digital format to give constructive feedback on how to make improvements. Clients use these documents in different ways at different points during the career development and work search process to assist in self-management and self-promotion.

Effective Performance

Competent career development professionals must be able to:

P1. Explain benefits of creating a portfolio of evidence, for example:

- Market qualifications
- Provide recognition of prior learning, e.g. credit towards academic programs
- Demonstrate competence in a specific skill area
- Promote oneself online, e.g. social media, website
- Ease the process of creating targeted communications

P2. Advise clients to collect types of evidence, for example:

- Personal evidence, e.g. current résumé
- Education evidence, e.g. certificates of completion, transcripts

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- Work evidence, e.g. job descriptions, performance reviews, committee membership listings
- Endorsement evidence, e.g. reference letters, letters of recommendation, letters of commendation, LinkedIn endorsements
- Work samples, e.g. minutes of meetings, external correspondence, project outlines, artwork, photographs
- Related evidence, e.g. newspaper articles, blog posts, websites

P3. Work with client to review sufficiency, authenticity and relevance of evidence:

- Sufficient evidence, e.g. enough evidence to support the portfolio's purpose
- Authentic evidence, e.g. substantiate works produced by the client
- Relevant evidence, e.g. appropriate for the application, relates clearly to the client's objective

P4. Describe how to assemble a portfolio of evidence:

- Prepare list of documents or other evidence of prior experience
- Exclude inappropriate items, e.g. confidential, proprietary, unsuitable
- Organize the evidence, e.g. create categories, present in logical order

P5. Explain process for creating an online portfolio, for example:

- Creating digital copies
- Uploading evidence to an online platform, e.g. social media, website

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. How to develop a digital portfolio, e.g. convert paper files to digital format

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs may work with a broad range of clients or a specific demographic, e.g. new immigrants, women, and the application of the portfolio may differ based on client needs and application.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Value Proposition:** is a message that a client can use to consistently communicate his or her promise of value to potential employers. Note this term originated as a marketing strategy to sell products to buyers. In career development, the client is considered “the product” and the employer “the buyer”.
- **Prior Learning Assessment and Recognition (PLAR):** a process that educational and training institutions use to evaluate a candidate’s suitability for academic credit.
- **Portfolio of Evidence:** a collection of material that helps to substantiate proof of qualifications related to career development and work search processes.

Information Sources and Resources for Consideration

- Graham, Sharon. *The Canadian Employment Strategist 2020 Edition: Certified Employment Strategist Study Guide*. 3rd edition. Career Professionals of Canada, Milton, Ontario, 2020.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Circumstantially, e.g. per project, when a specific event arises

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Various standardized assessment tools, as prescribedn

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.4 – Work with Clients to Develop Value Proposition

Purpose & Context

Career Development Professionals (CDPs) assist clients in developing a holistic value proposition, which helps them gain confidence, improve self-esteem, better understand their strengths, and communicate a consistent message across work search activities.

CDPs ensure that clients have accurate information about themselves as well as the target market. This requires both introspection and research. CDPs guide clients to identify personal attributes and take steps towards their professional development and work development goals. CDPs enable clients to apply their value proposition in various contexts, e.g. résumé, communications, interviews, networking.

The value proposition evolves throughout the career development lifespan. CDPs must enable clients to become self-sufficient in defining and refining value propositions on an ongoing basis.

Effective Performance

Competent career development professionals must be able to:

P1. Explain benefits of creating a value proposition, for example:

- Articulate personal and professional strengths and values
- Gain a better understanding of what they have to offer employers
- Focus on the needs of their target market
- Present authentic portrayal of themselves
- Differentiate themselves from other candidates
- Gain confidence and alleviate anxiety about work search
- Guide their career development

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P2. Explain the components of the value proposition:

- Employer's reasons for hiring the candidate, e.g. generate revenue, save time and money, solve a problem
- Client's qualifications that support the employer's needs, e.g. credentials, experience
- Client's qualifications that distinguish them from other candidates, e.g. special skills, unique attributes and experiences

P3. Help client identify knowledge, skills, abilities, interests, values and beliefs, qualifications, education and experience, for example:

- Skills developed in school, on the job, through volunteer experiences
- Education
- Qualifications, e.g. work, leisure, and community accomplishments

P4. Guide clients to identify professional goals:

- Research opportunities, e.g. available jobs of interest
- Match skills and relevant experiences to identified opportunity
- Provide evidence of past relevant accomplishments
- Document daily plans, activities, and tasks
- Monitor activities to ensure that self-marketing is performed proactively and regularly

P5. Help clients define goals:

- Ask questions, for example:
  - Vision: What does the client see as possible in their future?
  - Purpose: What role will the client play in achieving that vision?
  - Values: What does the client believe in? What, then, are the client's values?

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  - Passions: What excites/angers the client? How can the client use these passions?

- Administer assessment tools, where relevant

P6. Describe information to research on target market, for example:

- Industry, e.g. sectors, career field, historical and current trends, future forecast
- Company, e.g. products, mission, values, culture, interviewer, supervisor
- Work, e.g. position, objectives, responsibilities, requirements

P7. Guide the client to identify supporting qualifications, for example:

- Area of expertise, e.g. specialty, level, stature
- Background, e.g. education, experience, accomplishments
- Style, e.g. personality, individuality, goals
- Exclusivity, e.g. unique offerings, special strengths

P8. Confirm that the value proposition is:

- Authentic, e.g. speaks in the client's voice
- Truthful, e.g. honest, legitimate, ethical
- Compelling, e.g. attracts recruiters, employers, and networking contacts
- Consistent, e.g. represented in the client's work, consistent with the client's brand identity
- Operative, e.g. client can articulate it, client uses it in many career scenarios

  Applied, e.g. in self-marketing documents, social media platforms, interviews, and networking

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Components of value propositions

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Value Proposition:** is a message that a client can use to consistently communicate his or her promise of value to potential employers. Note this term originated as a marketing strategy to sell products to buyers. In career development, the client is considered “the product” and the employer “the buyer”.

Information Sources and Resources for Consideration

— Graham, Sharon. *The Canadian Employment Strategist 2020 Edition: Certified Employment Strategist Study Guide*. 3rd edition. Career Professionals of Canada, Milton, Ontario, 2020.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Various standardized assessment tools, as prescribed

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.6 – Work with Clients to Develop References

Purpose & Context

Career Development Professionals (CDPs) guide clients in developing references to support their job search. Clients need to secure referees and manage their reputation effectively. CDPs inform clients of the importance of representing themselves truthfully, and that employers often verify information supplied by clients to inform a final hiring decision.

Effective Performance

Competent career development professionals must be able to:

P1. Describe criteria for referees, for example:

- Worked with client in a professional, educational, or volunteer setting
- Has personal knowledge of client, e.g. character, skills, accomplishments
- Speaks the language of the prospective employer

P2. Identify list of referees

- Seek agreement from referees to be contacted by prospective employers
- Add new referees when appropriate, e.g. direct supervisor when leaving a role
- Ensure contact information is current

P3. Explain how to prepare referees, for example:

- Describe the opportunity requiring references
- Ask for permission to use their information

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- Provide a current résumé to the referee
- Indicate experience and accomplishments to be emphasized
- Confirm availability

P4. Collect letters of recommendation from varied sources, e.g. previous employers, teachers, colleagues, clients

P5. Research professional reputation, for example:

- Evaluate internet and social media search results of client's name
- Present professional image throughout job search and career development activities

P6. Formulate strategies to resolve a poor reputation, for example:

- Resolve concerns with former employers, supervisors, or colleagues
- Volunteer, e.g. for an industry association, not-for-profit group, as a mentor
- Seek out individuals or groups aligned with interests
- Create a website, blog, or new social media profile
- Request endorsements from employers and colleagues
- Seek professional help, where needed, e.g. legal advice, reputation management firm

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Reference development strategies

K2. Reputation management strategies

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Clients may present with complex barriers or issues, which can add complexity to reference and reputation management, e.g. newcomers to Canada.
- Some Canadian employers have an internal policy of not giving references and limiting verbal references to confirming dates of employment.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Referee**: a person that a recruiter or potential employer can email, call or contact to verify specific components of a client's background.
- **Value Proposition:** is a message that a client can use to consistently communicate his or her promise of value to potential employers. Note this term originated as a marketing strategy to sell products to buyers. In career development, the client is considered "the product" and the employer "the buyer".

Information Sources and Resources for Consideration

- Graham, Sharon. *The Canadian Interview Strategist Study Guide*. 5th edition. Career Professionals of Canada, Milton, Ontario, 2020.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Routinely, regular course of procedure

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, action plan

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.6 – Work with Clients to Prepare for Employment Interviews

Purpose & Context

Career Development Professionals (CDPs) prepare clients for employment interviews to increase the client's confidence, ability to articulate their value proposition, and ability to respond to behavioural and situational interview questions.

CDPs inform clients that interviewers are not legally allowed to asks questions about country of origin and citizenship status (unless there is a legal requirement for citizenship for the particular job), religion, faith or creed, age, gender or sexual orientation, race or ethnicity, family status, marital status, or mental and physical disabilities. All employment questions must be relevant to the work that needs to be performed to ensure the hiring decision is non-discriminatory.

CDPs perform mock interviews in person, online, or by phone, and coach clients to help them gain confidence and mitigate any concerns that employers may have.

Effective Performance

Competent career development professionals must be able to:

P1. Describe purpose and format of different employment interviews, such as:

- Networking meeting
- Screening interview
- Hiring interview
- Group interview

P2. Explain how to perform research prior to the interview, e.g. industry, company, job

P3. Explain types of questions asked during interviews, for example:

- Situational questions, e.g. "If –, then –?"

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- Behavioural questions, e.g. “Tell me about a time when you…?”
- Illegal questions, e.g. “How old are you? Are you married? Do you have any children?”
- Open-ended questions, e.g. “Tell me about yourself.”
- Closed-ended questions, e.g. “Have you ever used a computer?”

P4. Formulate interview strategy:

- Present answer format, e.g. situation, tasks, action, results (STAR)
- Provide samples of responses
- Recommend answers relevant to the requirements of the job posting
- Review formulated answers
- Address client’s concerns, e.g. perceived barriers

P5. Describe how to present for an interview, e.g. attire, personal hygiene

P6. Conduct mock interview:

- Prepare interview questions based on job posting, résumé and cover letter
- Help client prepare responses, e.g. how to handle inappropriate or illegal questions
- Practice interview skills with client:
  - Record audio and video
  - Replay and assess videos with client
- Practice client’s delivery, e.g. tone, flow, level of comfort

P7. Prepare clients to negotiate compensation, for example:

- Conduct research to:
  - Identify appropriate compensation for the position, company, and industry

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        - Identify the client's own compensation requirements
    - Consider aspects of compensation, e.g. salary, perquisites, benefits
    - Prepare to phrase expected salary, if asked:
        - State expectation based on market rate, salary range, or grade level
    - Request offer in writing
    - Negotiate a mutually acceptable compromise

P8. Discuss performance after interview:

    - Identify what went well and areas of improvements
    - Select follow-up strategies, e.g. letter, phone call

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Competency-based selection interview best practices

K2. Human rights issues that often present in interviews, e.g. illegal questions

K3. Canadian human rights legislation and relevant human rights codes, e.g. human rights in the workplace

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Clients may present with significant barriers or issues, which can require unique interview strategies.
- Clients must be trained and educated on human rights legislation and be prepared to identify any question that could potentially lead to discrimination, harassment and barriers to advancement and be prepared to respond effectively e.g. questions that contravene human rights legislation

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Value Proposition:** is a message that a client can use to consistently communicate his or her promise of value to potential employers. Note this term originated as a marketing strategy to sell products to buyers. In career development, the client is considered “the product” and the employer “the buyer”.
- **Candidate**: a person who is selected or nominated for screening, e.g. job, contract, credit

Information Sources and Resources for Consideration

- Graham, Sharon. *The Canadian Interview Strategist Study Guide.* 5th edition. Career Professionals of Canada, Milton, Ontario, 2020.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Occasionally, e.g. generally several times in a month

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, action plan

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: CLIENT WORK SEARCH STRATEGIES

15.7 – Work with Clients to Build a Professional Network

Purpose & Context

Career Development Professionals (CDPs) increase client visibility to employers, recruiters, and other contacts by helping clients develop a professional network to generate career development opportunities.

Effective Performance

Competent career development professionals must be able to:

P1. Assess client's current network:

- List current contacts
- Analyze quality of contacts, e.g. relevance of experience, level of influence
- Identify gaps
- Formulate strategies to grow network, e.g. professional associations, past co-workers/supervisors, colleagues, social contacts

P2. Plan development of an online presence, for example:

- Select online technology tools aligned with client's needs and technical competence, for example:
  - Social networking sites, e.g. LinkedIn, Twitter, Facebook, Instagram
  - Social media tools, e.g. lead generation, analytics, content curation, news filtering
  - Employment information websites, e.g. potential employers, recruiters and search firms, job boards, industry bodies

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- Design social networking account, as appropriate, for example:
  - Create a profile, e.g. contact information, headshot, credentials
  - Set confidentiality and privacy settings
- Explain how to establish relationships online, for example:
  - Reach out to target market, e.g. industry, company, job
  - Accept invitations of valuable individuals
  - Connect with existing contacts, e.g. former colleagues
  - Comment on posts
  - Join groups of interest
  - Respond promptly to messages
- Explain the potential impact of personal posts on reputation and employment prospects
- Explain how to use online tools to achieve in-person meetings, for example:
  - Identify events and activities online, e.g. Meetup, Facebook
  - Arrange in-person meetings with online connections

P3. Formulate strategy to connect with others in-person, for example:

- Conduct research about people and organizations of interest before reaching out
- List topic areas about self, the person and the industry to address when meeting in person, e.g. career goals, key challenges, relevant experience, career path

P4. Select techniques to establish relationships, for example:

- Join a networking group
- Join a professional association
- Meet with recruiters

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- Attend conferences, industry events, trade shows
- Meet with potential employers to find out about career paths

P5. Explain importance of keeping in touch, e.g. send congratulations on accomplishments, meet for coffee, share information

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Networking best practices

K2. Social networking sites e.g. LinkedIn, Twitter, Facebook, Instagram

K3. Social media tools, e.g. lead generation, analytics, content curation, news filtering

K4. Employment information websites, e.g. potential employers, recruiters and search firms, job boards, industry bodies

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Communicating in a professional manner online is essential to prevent reputational damage, e.g. client with weak writing skills, posting inappropriate content.
- CDPs must be aware of advances related to online social networking and associated sites in order to give clients current work search and career development support.
- Clients may require additional support or resources, e.g. computer access, technological guidance, adaptive equipment.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Social networking:** process of conducting research and connecting with others over the internet.
- **Social media:** internet tools, resources, and websites that clients can use to develop an online presence.

Information Sources and Resources for Consideration

- Graham, Sharon. *The Canadian Employment Strategist 2020 Edition: Certified Employment Strategist Study Guide*. 3rd edition. Career Professionals of Canada, Milton, Ontario, 2020

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Routinely, regular course of procedure

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with at least 40 different clients, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Client records, e.g. assessment findings, action plan

— Industry related professional associations and employer of choice

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: REFERRALS TO PROFESSIONAL SERVICES

16.1 – Maintain Network of Referral Services

Purpose & Context

Career Development Professionals (CDPs) develop and maintain a network of service providers and agencies that can meet client needs when these go beyond the CDP's scope of practice.

CDPs respect the integrity, and promote the welfare, of their clients. Even when clients' needs are within the career development practitioner's boundaries of expertise, there may be situations where the practitioner will refer the clients to others whose approach would benefit the client more.

Effective Performance

Competent career development professionals must be able to:

P1. Create inventory of partners for referrals, for example:

- Service providers, for example:
  - Occupational therapists
  - Physiotherapists
  - Psychologists
  - Psychiatrists
  - Community nurses
  - Social workers
  - Physicians
  - Parole Officers

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- Agencies, for example:
  - Rehabilitation Centres
  - Educational centres
  - Mental health centres

P2. Obtain information about referral resources:

- Name of organization/service provider
- Contact information, e.g. website address, phone number
- Operating hours, e.g. days/hours of service
- Types of services offered
- Area served
- Clients served
- Languages served
- Cost of services
- Waiting list
- Referral process, e.g. data quality and use, data security, client confidentiality

P3. Verify partners for referrals meet requirements, including:

- Client confidentiality
- Data security
- Qualifications
- Reporting frequency, as applicable

P4. Develop agreement with service providers, as appropriate

P5. Monitor quality of service delivered to inform future referrals

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Support services available to clients from community partners and other agencies

K2. Referral system, e.g. inventory network, referral process, assessment and monitoring

K3. Evaluation methods, e.g. indicators to monitor referral system performance

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— The range of services available to clients may vary depending on the CDP's location and client needs.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None.

Information Sources and Resources for Consideration

— None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Occasionally, e.g. generally several times in a month

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of one year of experience with referrals for at least 20 different clients, representing a broad range of referral needs.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Inventory of referrals resources

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COMPETENCY CATEGORY: CDP CHARACTERISTIC

COMPETENCY AREA: REFERRALS TO PROFESSIONAL SERVICES

16.2 – Arrange Professional Referrals

Purpose & Context

Career Development Professionals (CDPs) arrange referrals with other professionals when client needs go beyond the CDP's scope of practice. To ensure that client needs are met, CDPs work collaboratively with clients to make decisions and facilitate the referral process.

External providers and agencies provide a range of support, and may include shelters, area support groups, specialized education programs, substance abuse programs, mental health services, and youth groups.

Effective Performance

Competent career development professionals must be able to:

P1. Identify when client's needs exceed capacity, competency, or scope of practice of CDP

P2. Identify referral service providers

P3. Assess client's eligibility for service

P4. Involve client in referral process:

- Discuss recommended service(s) with client
- Seek agreement on service provider
- Explain the referral process and impact on client's development
- Obtain written consent for referral and transfer of confidential information

P5. Complete documentation, e.g. External Referral Resources Process Form, Client Consent Forms

P6. Communicate with service provider:

- Write briefing, i.e. instructions and summary of case

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- Outline case management responsibilities following referral
- Review the agreed upon services to be delivered
- Transfer client files in compliance with confidentiality and data protection regulations
- Agree communication protocols

P7. Prepare client for the transition of support:

- Explain roles and responsibilities following referral
- Answer client questions

P8. Follow-up with clients referred to other professionals, as appropriate, for example:

- Ask about progress
- Monitor results
- Solicit feedback on service provider
- Make additional referrals, where appropriate

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Community resources and other support services available to clients from community partners and other agencies, including:

- Eligibility criteria of these services
- Quality of these services
- Referral process for these services

K2. Channels to maintain communication post-referral, e.g. through service provider, directly with (former) client

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- The range of services available to clients will vary based on the CDP's location and client needs.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None.

Information Sources and Resources for Consideration

- None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Occasionally, e.g. generally several times in a month

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

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— A competent career development professional requires a minimum of one year of experience with referrals for at least 20 different clients, representing a broad range of referral needs.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Inventory of referrals resources

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: DEVELOPMENT AND DELIVERY OF GROUP SESSIONS

17.1 – Design Information Sessions or Workshops

Purpose & Context

Career Development Professionals (CDPs) design information or training sessions to share information or help clients develop the skills needed to find and keep a job, explore educational options or build a business. Training may be delivered in various forms, e.g. facilitated workshops, online webinars, paper-based workbooks.

Effective Performance

Competent career development professionals must be able to:

P1. Identify the purpose of training, e.g. prepare for interview, address skill gaps

P2. Define specific, observable, and measurable learning outcomes, i.e. describe what the participant will know and able to do at the end of the session

P3. Determine budget

P4. Develop training materials:

- Identify content to be covered
- Decide duration of training
- Select form of delivery
- Write training materials, e.g. sequence of content
- Identify required resources, e.g. equipment, learning aids
- Select room set-up, where applicable

P5. Select evaluation method, e.g. formative, summative

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Principles of instructional design

K2. Adult learning principles

K3. Principles of group facilitating

K4. Techniques in facilitating learning

K5. Diversity of participants, for example:

- Learning styles
- Cultural backgrounds
- Cognitive, mental and physical abilities
- Demographics

K6. Delivery options and constraints, e.g. allotted time, set-up of physical space

K7. Technology enabling remote delivery

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Topics of information sessions and workshops must be tailored to the needs of each audience.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None.

Information Sources and Resources for Consideration

- None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of designing and delivering 10 information sessions or workshops on a range of topics to varied audiences.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: DEVELOPMENT AND DELIVERY OF GROUP SESSIONS

17.2 – Deliver Information Sessions or Workshops

Purpose & Context

Career Development Professionals (CDPs) deliver information sessions and workshops to share information and engage participants in interactive activities to learn and practice new skills.

Effective Performance

Competent career development professionals must be able to:

P1. Prepare session, for example:

- Identify people with first aid skills, if possible
- Prepare site arrangements, e.g. book room, organize equipment and refreshments
- List facility policies, e.g. parking, access to building, emergency procedures
- Prepare materials and supplies for session, e.g. name tags, handouts

P2. Prepare site, for example:

- Assess site based on session plan, participant comfort and safety
- Test equipment or remote delivery platform
- Confirm refreshments are available, if applicable

P3. Create a positive learning environment:

- Welcome participants
- Introduce self
- State qualifications

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- Ask participants to introduce themselves
- Discuss participant expectations
- Explain objectives

P4. Ensure comfort, safety and security of participants:

- Explain safety measures, for example:
  - Location of defibrillator and first aid supplies
  - Fire alarm procedures, e.g. wait for instructions, convene at designated meeting spot
  - Location of emergency exit(s)
- Indicate location of washrooms

P5. Deliver session:

- Apply presentation and training techniques, for example:
  - Demonstrations
  - Group discussions
  - Learning circles
  - Lecture
  - Role playing
  - Simulations
- Consult session plan for guidance
- Acknowledge contributions made by participants
- Close session, e.g. summarize key messages

P6. Adapt delivery to audience, considering:

- Personality types

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- Linguistic, cultural, generational and educational differences
- Cognitive, mental and physical abilities
- Fatigue and attention span

P7. Adjust session plan to accommodate individual or group needs, for example:

- Simplify content to enhance comprehension
- Integrate participants' suggestions
- Adjust pace

P8. Provide opportunity for all participants to engage:

- Encourage participants' contributions
- Stimulate discussion about content, e.g. ask about applicability to participant's situation

P9. Accommodate participants, for example:

- Identify barriers that exist in materials and environment
- Adjust physical environment, e.g. adjust heating and lighting, change room set-up
- Offer aids or supports, e.g. induction loop for hearing aids

P10. Manage group dynamics, for example:

- Speak to every participant
- Encourage participation through dialogue
- Resolve inappropriate behaviours, for example:
  - Stay calm
  - Take break, use time to decide approach
  - Take participant aside to discuss behaviour
  - Move participants into new groups

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- Sympathize with symptom, address the cause
- Move discussion to new topic to change pace and reduce escalation of the issue

P11. Administer session evaluation:

- Describe process and time allotted
- Describe how results will be used
- Seek permission to share results or use as testimonials

P12. Report on session evaluation:

- Compile information
- Analyze findings
- Summarize recommendations

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Budget allocations, e.g. funds available for food and beverages, room rental, transportation, supplies

K2. Techniques to deal with disruptive behaviours, e.g. monopolizing conversation, negative comments, profanity, side conversations

K3. Logistical information, e.g. location of washrooms and exits

K4. Content of the session or workshop, e.g. participant guide, presentation, exercises, agenda

K5. Technology enabling remote delivery

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Training techniques are dependent on learning objectives and participant needs.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Demonstration:** describe skills to an audience while performing them.

— **Group discussion:** facilitated exchange of information among participants.

— **Learning circle:** participants speak in turn without interruption or rebuttal while sitting in a circle.

— **Lecture:** verbal presentation to convey content.

— **Role playing:** unrehearsed, informal dramatization in which participants act out prescribed scenario.

— **Simulation:** portrayal of system, process or situation.

Information Sources and Resources for Consideration

— None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of designing and delivering 10 information sessions or workshops on a range of topics to varied audiences.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Session or workshop materials, e.g. participant guide, agenda, presentation, exercise materials, list of participants

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: RESEARCH

18.1 – Lead Research Projects

Purpose & Context

Career Development Professionals (CDPs) initiate and lead research projects to further the field of career development and address current and emerging labour market challenges. Research also informs policy makers on how to tackle major local, regional and national challenges.

Effective Performance

Competent career development professionals must be able to:

P1. Identify challenge facing the career development field that would benefit from increased understanding

P2. Identify existing research

P3. Assess feasibility of research, considering:

- Current state of research
- Resources available, e.g. funding, staff, IT
- Academic and/or governmental interest in the issue

P4. Set research purpose and direction, for example:

- Effects of transitional jobs after release from prison
- Relationship between poverty and employment
- Implications of digital disruption on labour markets

P5. Write research plan, including:

- Research objectives
- Deliverables

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- Timeframe
- Monitoring procedures
- Available resources

P6. Set research guidelines, e.g. timescale and reporting parameters

P7. Assess performance, e.g. project progress against evaluation criteria:

- Partner engagement
- Process
- Budget
- Workplan
- Timelines

P8. Adjust plans, methods, targets and responsibilities as necessary

P9. Select method of presenting findings, considering:

- Format
- Audience
- Action required, if any

P10. Present findings

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Sources of information on key challenges

K2. Sources of funding and application processes

K3. Project management tools

K4. Research methods and methodologies

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Scope and breadth of research may vary according to the needs of the organization, the community it serves, and the intended audience.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional should conduct a minimum of 10 research studies using varied research methodologies and lead a minimum of 5 research projects to be proficient.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: RESEARCH

18.2 – Conduct Research

Purpose & Context

Career Development Professionals (CDPs) conduct research relevant to their practice to inform their work and ensure the guidance they provide is mindful of the labour market of the day. This enables them to go beyond currently available publications in determining sectors, occupations and areas where the number of job opportunities is growing, and what skills are needed for them.

Effective Performance

Competent career development professionals must be able to:

P1. Identify issue to be researched

P2. Conduct literature review:

- Identify existing findings
- Identify gaps in research
- Review methods used in previous research

P3. Write research questions

P4. Select research methodology, considering:

- Information needs
- Implications on data collection and quality
- Resources available
- Time constraints
- Audience and intended use of results

P5. Select analytical methodologies:

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- Qualitative research, e.g. focus groups, interviews, ethnographic research, case study, observation
- Quantitative research, e.g. online surveys, questionnaire, longitudinal studies

P6. Formulate data collection guidelines

P7. Collect data

P8. Assess quality of incoming data, adjusting data collection if required

P9. Prepare data for analysis:

- Select the appropriate software to organise the data, e.g., SPSS, Microsoft Excel
- Establish coding protocols
- Input data
- Clean data, e.g. edit:
  - Recode, if necessary
  - Check for errors
  - Identify and code missing values

P10. Perform data analysis

P11. Present findings

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Sources of Labour Market Information, for example:

- Chamber of Commerce
- Other governmental sources, e.g. Statistics Canada Labour Force Survey
- Labour Market Information Council
- Industry councils for key industries, e.g. BuildForce for construction
- Private companies, e.g. RBC Economics

K2. Data collection methods, e.g. personal interviews, focus groups, online surveys

K3. Data analysis methods:

- Quantitative methods, e.g. analysis of variance, correlation
- Qualitative methods, e.g. content analysis

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Research objectives will determine the methodologies to be used.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

Information Sources and Resources for Consideration

- None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires the experience of conducting a minimum of 10 research studies using varied research methodologies to be proficient.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: RESEARCH

18.2 – Perform Data Analysis and Reporting

Purpose & Context

Career Development Practitioners (CDPs) analyze data sets and present their findings to inform their work, further the field of career development and inform policy makers.

Effective Performance

Competent career development professionals must be able to:

P1. Analyze qualitative data:

- Use software to retrieve and code data
- Select data analysis methods, e.g. narrative, discourse, content, framework, grounded theory
- Identify themes, patterns, and relationships
- Summarize findings

P2. Analyze quantitative data:

- Conduct basic descriptive analyses, e.g. frequencies, mean and mode
- Select statistical methods
- Apply statistical methods:
  - Reassess the appropriateness of selected analytical methods, if necessary
- Identify relationships in data relevant to research objectives

P3. Present findings:

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- Highlight findings relating to the research objectives
- Use appropriate visualisations, e.g. bar charts for frequencies, line charts for time-series

P4. Manage data, e.g. back up files and data

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Types of qualitative data analysis, e.g. content analysis, narrative analysis, discourse analysis, framework analysis

K2. Key data collection/analysis software, e.g. SPSS, Microsoft Excel, Nvivo

K3. Common data analysis methods:

- Quantitative methods, e.g. analysis of variance, linear regression, statistical significance
- Qualitative methods, e.g. content analysis

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Purpose of research will determine the research methodologies to be used.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Content analysis:** research method to identify patterns and relationship between words, themes or concepts.
- **Narrative analysis:** research method which engages people in ‘storytelling’ that is used to build a coherent understanding of past, present and future events.
- **Discourse analysis:** research method that uses language in the form of texts and conversations to inform social and historical contexts and political meanings.

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— **Framework analysis:** research method to identify commonalities and differences in qualitative data to draw conclusions most suited to inform social, health and medical research.

— **Grounded theory:** research method that uses data to analyze or develop theories.

Information Sources and Resources for Consideration

— None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires the experience of conducting a minimum of 10 research studies using varied research methodologies and data types (i.e. qualitative and quantitative) to be proficient.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **as part of a team**.

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Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Qualitative and quantitative research software

— Research databases

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: ASSESSMENT AND EVALUATION INSTRUMENTS AND PROCEDURES

19.1 – Identify Assessment and Evaluation Methods

Purpose & Context

Career Development Professionals (CDPs) assess clients to inform interventions. CDPs identify assessment and evaluation methods based on understanding of career development theory, client characteristics, the context and purpose of the assessment or evaluation, and the anticipated use of the results. CDPs must understand professional educational and psychological testing standards to ensure they will offer only assessment and evaluation services for which they are qualified. Many assessments require specialized training, education, or experience to administer and interpret correctly.

Use of any assessment and evaluation that is not relevant to the context, purpose and anticipated use of the test results may invalidate the test's interpretation. CDPs must use recognized psychometric instruments that are without risk of harm to the test taker.

Effective Performance

Competent career development professionals must be able to:

P1. Select assessment and evaluation assessment tools:

- Verify intended use of test results, e.g. career counseling, education
- Identify test and appropriate norms to be used, considering:
- Construct the test is measuring
- Test purpose, context, and underlying theory
- Characteristics of the norm group
- Psychometric characteristics, e.g. validity, reliability, fairness

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- Administrative procedures, e.g. accommodations for people with disabilities, test administrator requirements, language, administration time
- Client characteristics, e.g. psychological, physical, cognitive, affective or behavioural conditions
- Accommodations available, e.g. modifications that are possible to test people with disabilities, modifications required to ensure language requirements are met
- Evaluate practicality of test, e.g. time required, costs, ease of administration procedures, test user qualifications
- Recognize importance of fairness in testing, e.g. unbiased, quality of language, cultural sensitivity
- Choose language version matched to level of proficiency of test taker

P2. Evaluate own qualifications to determine if qualified to administer and interpret results:

- Contract administration and interpretation to qualified persons, where necessary

P3. Identify accommodations required, for example:

- Person with disability:
  - Ask client to obtain physician-signed description of condition
  - Seek expert advice on potential effects of disabilities on test performance
  - Seek expert advice on use of alternative assessment procedures
- Language requirements:
  - Ask client to specify language requirements

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Testing practice in the context area, e.g. assessment and evaluation measures appropriate for vocational and career planning purposes

K2. Testing principles and ethical use of tests, such as:

- Test construction, administration, scoring and interpretation
- Psychometrics and measurement, e.g. classical test theory
- Descriptive statistics, e.g. frequency distributions, statistics characterizing normal curve, measures of central tendency, measures of variation, indices of relationship
- Scales, scores, and transformations, e.g. types of scales, types of scores, scale score equating, cut scores
- Reliability and measurement error
- Validity and meaning of test scores
- Fairness

K3. Advantages and disadvantages of different types of assessment instruments, such as:

- Mental and physical ability tests
- Achievement tests, e.g. knowledge, work sample or performance test
- Interest measures, e.g. career related interests
- Work and personal values measures
- Personality inventories, e.g. vocational-oriented or clinical
- Assessment centres
- Interviews
- Comprehensive career planning measures

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Assessment strategies will be identified based on client's needs.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Validity:** degree to which a measurement tool measures what it claims to measure.
- **Reliability:** consistency of a measure to produce similar results under similar conditions.
- **Fairness:** assessment should be appropriate for all qualified subjects independent of race, religion, gender or age.
- **Norm group**: sample of the relevant population on whom the test scoring procedures and interpretations are based.
- **Test User Qualifications:** qualification levels required of test user specified by test publisher:
  - A: No special requirements
  - B: Bachelor's degree or master's degree in a related field and specialized training in psychometric assessment
  - C: Doctorate degree in psychology, education, or closely related field with high level of experience in test interpretation

Information Sources and Resources for Consideration

- Standards for Educational and Psychological Testing. American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME), 2014.
- Test in Print IX. Buros Centre for Testing. Nancy Anderson, Jennifer E. Schuleter, Janet F. Carlson, and Kurt F. Geisinger, 2016.

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— Association for Assessment in Counseling and Education (AACE), a division of the American Counselling Association (ACA) http://aac.nacat.edu/resources.html

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum experience of identifying the assessment and evaluation strategies of at least 40 different clients with varying assessment needs.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Range of assessment and evaluation instruments

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: ASSESSMENT AND EVALUATION INSTRUMENTS AND PROCEDURES

19.2 – Follow Administration Procedures Specified by Test Publisher

Purpose & Context

Career Development Professionals (CDPs) assess clients to inform interventions. CDPs administer assessment and evaluation instruments, following recognized testing practices and complying with test publisher recommendations. CDPs who administer tests should be familiar with associated legal, technical, and professional considerations. Test administrators should meet the qualifications required by the test publisher.

Effective Performance

Competent career development professionals must be able to:

P1. Provide relevant information to client prior to session, e.g. rights and responsibilities, purpose, content, format, test-taking strategies, scoring criteria, reporting, confidentiality

P2. Obtain informed consent for the assessment or evaluation

P3. Prepare for assessment and evaluation session:

- Identify suitable location, e.g. accessible, quiet, comfortable with minimal distractions
- Implement approved accommodations for test takers with disabilities, e.g. extended testing time, extra breaks, different test forms
- Explain testing software or equipment to client, as applicable

P4. Administer assessment and evaluation tools in compliance with test instructions

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P5. Observe testing session to identify test taker behaviour(s) that could comprise integrity of test results, e.g. signs of anxiety, signs of deteriorating health, not following instructions

P6. Take appropriate action to correct behaviour

P7. Record all environmental, health, emotional or other incidents that have occurred during the testing session that may impact test validity

P8. Collect all test materials

P9. Report any breaches of security, e.g. missing test materials, cheating

P10. Secure test materials

P11. Protect confidentiality of test information

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Testing principles and ethical use of tests

K2. Legal rights of test takers

K3. Confidentiality of test materials and test information

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— Standards for Educational and Psychological Testing. American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME), 2014.

— Test in Print IX. Buros Centre for Testing. Nancy Anderson, Jennifer E. Schuleter, Janet F. Carlson, and Kurt F. Geisinger, 2016.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum experience of administrating 10 different assessment tools in varying testing conditions.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Test publisher testing guidelines

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: ASSESSMENT AND EVALUATION INSTRUMENTS AND PROCEDURES

19.3 – Score, Interpret and Protect Confidentiality of Test Results

Purpose & Context

Career Development Professionals (CDPs) assess clients to inform interventions. CDPs ensure that test scoring, reporting and interpretation comply with test publishers' requirements. CDPs interpret results informed by the psychometric properties of the assessment, client characteristics that may impact the results, and the purpose of the assessment.

Effective Performance

Competent career development professionals must be able to:

P1. Score test in line with test procedures

P2. Interpret results, considering:

- Technical documentation, e.g. limitations of test results, prescribed use and interpretation of scales, norm or comparison groups
- Psychometric characteristics, e.g. reliability, error of measurement, validity, fairness
- Purpose of the assessment and evaluation

P3. Protect confidentiality of results, for example:

- Obtain consent prior to releasing results to others
- Limit access to results
- Securely store results, e.g. encrypted data files
- Remove personal identifiers from databases of results used for research or other operational purposes

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P4. Retain scores as prescribed by organizational or legal guidelines

P5. Report issues relevant to use and application of assessment and evaluation measure

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Testing principles and ethical use of tests

K2. Psychometrics and measurement, e.g. classical test theory

K3. Descriptive statistics, e.g. frequency distributions, measures of central tendency, measures of variation, indices of relationships

K4. Scales, scores, and transformations, e.g. types of scales, types of scores, scale score equating

K5. Reliability and measurement error

K6. Validity and meaning of test scores

K7. Fairness, e.g. ensuring test design, content and format do not result in biased test scores for particular groups

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— Standards for Educational and Psychological Testing. American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME), 2014.

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— Test in Print IX. Buros Centre for Testing. Nancy Anderson, Jennifer E. Schuleter, Janet F. Carlson, and Kurt F. Geisinger, 2016.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum experience of scoring, interpreting 10 different assessment and evaluation tools as well as a minimum of one year experience in protecting test results.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: ASSESSMENT AND EVALUATION INSTRUMENTS AND PROCEDURES

19.4 – Report Assessment Results

Purpose & Context

Career Development Professionals (CDPs) assess clients to inform interventions, following professional and ethical standards regarding the use of assessment and evaluation results. CDPs are accountable for how the results will be used and the protection of client rights. Test results are communicated in a format that ensures client understanding of the meaning and interpretation of results, and how they can support career decisions. CDPs advise clients on the benefits and limitations of test results. Results are released only with the consent of the client or the client's legal representative, to persons qualified to interpret the data.

Effective Performance

Competent career development professionals must be able to:

P1. Explain results:

- Use format relevant to context of assessment and client level of understanding
- Summarize results
- Describe norms, raw scores or derived score scales clearly, as applicable
- Explain how to use results to inform decisions, e.g. career decision, developmental needs

P2. Advise client on benefits and limitations of test results and interpretations:

- Benefits: provide insight on career interests which can better inform career decisions
- Limitations: results are based on self-reporting and may be limited by familiarity with career opportunities

P3. Apply results to career development intervention:

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- Develop exploration strategies based on career interests identified in assessment
- Identify educational programs related to careers of choice

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Testing principles and ethical use of tests

K2. Psychometrics and measurement, e.g. classical test theory

K3. Descriptive statistics, e.g. frequency distributions, measures of central tendency, measures of variation, indices of relationships

K4. Scales, scores, and transformations, e.g. types of scales, types of scores, scale score equating

K5. Reliability and measurement error

K6. Validity and meaning of test scores

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

Information Sources and Resources for Consideration

- Standards for Educational and Psychological Testing. American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME), 2014.

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— Test in Print IX. Buros Centre for Testing. Nancy Anderson, Jennifer E. Schuleter, Janet F. Carlson, and Kurt F. Geisinger, 2016.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum experience of reporting assessment results to at least 40 clients with varying assessment needs.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat likely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: ASSESSMENT AND EVALUATION INSTRUMENTS AND PROCEDURES

19.5 – Use Technology in Assessment and Evaluation

Purpose & Context

Career Development Professionals (CDPs) use reputable technology in the selection, administration, scoring, and interpretation of assessment and evaluation results. CDPs adhere to professional and ethical principles of privacy and confidentiality.

Effective Performance

Competent career development professionals must be able to:

P1. Assess available technology-enabled assessment and evaluation tools, considering:

- Test publisher's reputation
- Confidentiality of test results
- Security of data
- Accommodations available to meet needs of clients with disabilities

P2. Select assessment and evaluation tools, considering:

- Test purpose and context
- Psychometric properties, e.g. validity, reliability, fairness
- Client characteristics
- Accommodation options

P3. Evaluate own qualifications to determine if qualified to administer and interpret results:

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- Contract administration and interpretation to qualified persons, where necessary

P4. Obtain informed consent, e.g. for use of assessment and evaluation tools, for use of results

P5. Select accommodations required, if appropriate

P6. Prepare for assessment and evaluation session:

- Verify technology works
- Select accommodations, as required

P7. Administer examination in compliance with test publisher's requirements

- Explain how to use the technology
- Verify mode of testing is appropriate
- Allow client time to practice
- Monitor assessment, as appropriate
  - Note any incident that may impact test results

P8. Verify results:

- Recognize unusual or unexpected results, e.g. pattern across scales, inconsistencies with information collected using other measures or interview findings
- Report results that appear erroneous to the testing publisher

P9. Interpret results, considering:

- Technical documentation, e.g. limitations of test results, prescribed use and interpretation of scales, norm or comparison groups
- Psychometric characteristics, e.g. reliability, error of measurement, validity, fairness
- Purpose of the assessment and evaluation

P10. Present results:

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- Explain how to use results to inform decisions, e.g. career decision, developmental needs
- Describe norms, raw scores or derived score scales clearly, as applicable
- Advise client on benefits and limitations of test results and interpretations

P11. Protect confidentiality of results, as required:

- Comply with legislation and regulations, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Testing practice in the context area, e.g. assessment and evaluation measures appropriate for vocational and career planning purposes

K2. Testing principles and ethical use of tests, such as:

- Test construction, administration, scoring and interpretation
- Psychometrics and measurement, e.g. classical test theory
- Descriptive statistics, e.g. frequency distributions, descriptive statistics characterizing the normal curve, measures of central tendency, measures of variation, indices of relationship
- Scales, scores, and transformations, e.g. types of scales, types of scores, scale score equating, cut scores
- Reliability and measurement error
- Validity and meaning of test scores
- Fairness

K3. Advantages and disadvantages of different types of assessment instruments, e.g. mental and physical ability tests, achievement tests:

- Knowledge
- Work sample or performance test

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- Interest measures, e.g. career related interests
- Work and personal values measures
- Personality inventories, e.g. vocational-oriented or clinical
- Interviews
- Comprehensive career planning measures

K4. Legal rights of test takers

K5. Confidentiality of test materials and test information

K6. Descriptive statistics, e.g. frequency distributions, measures of central tendency, measures of variation, indices of relationships

K7. Scales, scores, and transformations, e.g. types of scales, types of scores, scale score equating

K8. Reliability and measurement error

K9. Validity and meaning of test scores

K10. Fairness, i.e. ensuring test design, content and format do not result in biased test scores for particular groups

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Assessment and evaluation tools will be selected to meet the specific needs of each client.
- Administration and interpretation of results might be delegated to authorized individual as per test publisher guidelines.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

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Information Sources and Resources for Consideration

— A Test-Taker's Guide to Technology-based Testing. International Test Commission, 2010.

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum experience of reporting assessment results to at least 40 clients with varying assessment needs.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: CAREER DEVELOPMENT IN THE EDUCATIONAL SYSTEM

20.1 – Promote Benefits of Career Development in Educational Settings

Purpose & Context

Educators (e.g. K-12 teachers, career course facilitators, school administrators) play a vital role as career development professionals (CDPs) within the educational system. In their existing work delivering curriculum, supporting academic achievement, promoting mental health/wellness, and fostering student engagement, educators already integrate career development competencies (e.g. adaptability, critical thinking, problem solving) in their practice. As CDPs, educators link work, life, and learning to strengthening student success in the classroom and beyond.

Effective Performance

Competent career development professionals must be able to:

P1. Situate career and career development within the context of the classroom and educational system

P2. Foster a holistic, lifelong, and critical approach to career development, for example:

- Integrate work, life, and learning
- Appreciate the complexity of careers and the world of work
- Address common career development myths held by others, e.g. educators, families, students

P3. Connect career development with student outcomes, for example:

- Academic achievement
- Student engagement
- Mental health/wellness

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- Life satisfaction/happiness
- Meaning/purpose in life
- Community contribution/involvement
- Relationships
- Coping skills

P4. Integrate relevant career concepts with educational frameworks, for example:

- CASEL's Social and Emotional Learning (SEL)
- CMEC's Pan-Canadian Global Competencies
- UN's Sustainable Development Goals

P5. Articulate the transferability of career-related skills, e.g. adaptability

P6. Infuse age- and grade-appropriate career development interventions into mental health/wellness lessons, activities, and discussions, and also mental health/wellness interventions into career development components, for example:

- Developing understanding of career-related demands and how those demands may act as stressors
- Reducing stress and developing career-related coping skills
- Providing information on mental health resources, making referrals where appropriate

P7. Link career development with mental health/wellness campaigns and community events

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Interpersonal and interviewing skills and strategies

K2. Career development theories and frameworks

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Mental health/wellness can still be a difficult subject amongst many individuals and communities and therefore CDPs may experience barriers in effective implementation

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Educators:** Represent a diverse group of professionals involved in the education system at all levels, grades, and ages. Educators comprise K-12 and post-secondary classroom teachers/instructors, early-childhood educators, career-related course facilitators, school administrators, and curriculum/program developers. Although the scope of their role as CDPs will vary depending on their specific context, all educators play an important role in the career development of students.

Information Sources and Resources for Consideration

- Social and Emotional Learning https://casel.org/what-is-sel/
- Global Competencies https://www.cmec.ca/682/Global_Competencies.html
- Sustainable Developmental Goals https://sdgs.un.org/goals

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Severe risk: EXTREMELY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Circumstantially, e.g. per project, when a specific event arises

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum of one year of experience as an educator and varied experiences in applying a career lens in their education practice.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone** and/or **as part of a team**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: CAREER DEVELOPMENT IN THE EDUCATIONAL SYSTEM

20.2 – Mobilize Career Influencers

Purpose & Context

Career development professionals (CDPs), who are educators (see 20.1), recognize the importance of engaging a diverse set of career influencers (e.g. teachers, families, elders, coaches/mentors, peers, employers) in students' career development from early years to post-secondary, and beyond. As CDPs, educators are career influencers themselves within the classroom and educational system more broadly. They shape students' understanding of career and career development, and engage a network of career influencers to support students in work, life, and learning.

Effective Performance

Competent career development professionals must be able to:

P1. Identify relevant "career influencers," i.e. community members who influence students' understanding of career and career development. Examples of "influencers" may include but are not limited to:

- Teachers
- Other school staff, e.g. janitors, office secretaries, resource room aides
- Families
- Elders
- Coaches and mentors
- Peers
- Employers
- Spiritual leaders and advisors

P2. Foster relationships with career influencers which inform and support career development using varied methods, such as:

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- In-person, e.g. classroom visit, open house, parent-teacher conference, after-school event, career fair, show-and-tell, meet-and-greet, informational interview, work-site/office visit, field trip
- Technology-based, e.g. school website, email correspondence, social media, webinar
- Written communication, e.g. newsletter, take-home notice/reminder

P3. Support career influencers to gain understanding of career and career development within schools and the educational system, for example:

- Provide career development resources and guidance on how career influencers can support career development through effective career conversations with students
- Use formal structures such as school-based reporting systems and/or parent-teacher conferences to promote career concepts and principles
- Use a web portal dedicated to communicating how the school supports age- and grade-appropriate career development
- Use social media to communicate career ideas and/or events
- Hold information sessions on career topics, e.g. supporting early year career exploration at home, understanding the link between career development and mental health/wellness, having career conversations with children

P4. Create opportunities for career influencers to participate in career development activities, for example:

- Provide opportunities for community members to share their career experience within the classroom
- Invite families to attend school-based, career-related events with students
- Arrange for peers to share work, life, and learning tips and strategies for success
- Co-facilitate a lesson with employers, elders, or coaches/mentors
- Establish a network of career influencers who represent diverse occupations to form a Human Library

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Strategies for involving others in career development activities and programs

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Ease of obtaining and maintaining engagement is impacted by a variety of factors, e.g. scheduling conflicts, lack of transportation, previous negative experiences with the school, language barriers, lack of financial support.
- Career influencers often do not even recognize that they are career influencers, and may need to be shown the impact they have on the career trajectories of the students they interact with. Assessment and evaluation tools will be selected to meet the specific needs of each client.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Career Influencer:** any community member who has an influence on a student's understanding of career and career development.
- **Human Library:** A metaphor for a local network of community members, including family members, representing diverse roles and occupations; these contacts are like the resources in a library. Students can "check-out" several resources to find out more about community members' roles, work and local employment opportunities.

Information Sources and Resources for Consideration

- Community-connected experiential learning. A policy framework for Ontario schools, kindergarten to grade 12. winter 2016 accessed January 24th, 2020 https://ocea.on.ca/wp-content/uploads/2017/08/CCEL-Document.pdf

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum of one year of experience as an educator and varied experiences in collaborating with families of students.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone** and/or **as part of a team**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: CAREER DEVELOPMENT IN THE EDUCATIONAL SYSTEM

20.3 – Integrate Career Development Across Curriculum

Purpose & Context

Educators, as career development professionals (CDPs), translate career curriculum into age- and grade-appropriate lessons, activities, and discussions. As CDPs, educators may also work with others to develop cross-curriculum materials and strategies focused on integrating work, life, and learning competencies to support student success in the classroom and beyond.

Effective Performance

Competent career development professionals must be able to:

P1. Facilitate age- and grade-appropriate career curriculum, for example:

- Support early year career development, e.g. fostering creativity, curiosity, resilience, and autonomy; building positive relationships within the community; exploring hopes and dreams
- Promote career awareness in elementary schools, e.g. exploring roles/opportunities in the community; developing a sense of personal skills/competence; facilitating opportunities to contribute at school, at home, and/or within the community
- Explore career possibilities in middle schools, e.g. providing opportunities to recognize skills, strengths, and interests, and develop new ones; expanding options/possibilities; developing transferrable skills
- Prepare for post-secondary studies and/or work search to support career aspirations, e.g. crafting plans to achieve academic, employment, and/or community engagement goals; cultivating a positive work attitude and ethic
- Support post-secondary success, e.g. facilitating school-to-work transitions; integrating academic courses with work opportunities (work-integrated

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learning/internships); providing career services and supports such as resume writing workshops, academic advising

P2. Identify opportunities to integrate career concepts across curriculum content areas:

- Identify outcomes across content areas in a specific grade level that align with building occupational and career awareness
- Identify career influencers who are connected to those content areas and/or working in a range of occupations related to those content areas

P3. Access a career development community of practice:

- Engage with members of the school and the broader community, e.g. share information, invite feedback, facilitate discussion
- Co-create plans of action

P4. Develop learning activities or resources which connect work, life, and learning. Examples include, but are not limited to::

- Classroom discussions on career-related topics, e.g. labour market information, gig economy, globalization, work disruption
- Guest speakers, e.g. professionals sharing personal experience and career paths
- Field activities, e.g. worksite visits, on-site observation
- Experiential learning, e.g. volunteering, part-time work, community service, internships, classroom exercises that replicate real work tasks
- Research assignments, e.g. identifying occupations using knowledge covered in the classroom, relate content to occupation-specific tasks, identify educational requirements for selected occupations
- Career-related assignments, e.g. develop a business plan, market a product, prepare an environmental scan of occupations within a service or organization
- Career exploration games, e.g. board games, online simulations

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- Career exploration diary, e.g. student records own experiences, career learnings, reflections, process of career planning

P5. Support a learner-centred approach. Examples may include:

- Infuse principles of equity, diversity, and inclusion
- Attend to accessibility considerations
- Apply principles of universal design for learning (UDL)

P6. Support the implementation of the career curriculum. Examples include:

- Liaise between staff and subject matter experts
- Deliver information sessions, as required
- Deliver training sessions, as required

P7. Evaluate impact on career awareness. Examples include:

- Conduct student awareness surveys
- Document frequency and breadth of student experiences
- Record numbers of students participating in career activities

P8. Revise promotion of career awareness across curriculum, as required

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Provincially prescribed curriculum components, e.g. document organization, curriculum outcomes, skills frameworks, achievement indicators, assessment and evaluation

K2. Scaffolding of learning in outcome-based early years, K-12, and post-secondary programs of studies

K3. Experiential learning programs and opportunities, e.g. curricular, co-curricular, and extra-curricular

K4. Key career development concepts, e.g. labour market information, gig economy, globalization, work disruption

K5. Community resources

K6. Characteristics of students with exceptional needs

K7. Education system supports and resources available to students

K8. Cross-curriculum career awareness strategies

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Integrating career awareness across curriculum presents challenges and opportunities. Strategies should be developed at all program levels in collaboration with all staff.

— Community engagement is critical for successful cross-curriculum initiatives.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Universal Design for Learning (UDL):** a framework offering insights into how humans learn and providing guidance for providing multiple means of engagement

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(why we learn), representation (what we learn), and action and expression (how we learn).

— **Work-integrated learning:** a form of curricular experiential education that formally integrates a student's academic studies with quality experiences within a workplace or practice setting (also known as "co-operative education").

Information Sources and Resources for Consideration

— CAST (n.d.). About universal design for learning. https://www.cast.org/impact/universal-design-for-learning-udl

— Comprehensive Guidance and Counselling Program: Supporting Student Success. 2007. Revised updated 2010. Nova Scotia. Department of Education. Student Services. ISBN: 1-55457-078-6

— Standards of Practice for Guidance Counsellors, 2014 Department of Education Newfoundland and Labrador

— Sultana, R. G. (2018). Enhancing the quality of career guidance in secondary schools: A handbook. University of Malta: Malta. ISBN 978-88-940328-0-2 accessed http://myfutureproject.eu/

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum of one year of experience as an educator and varied experiences in collaborating with families of students.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone** and/or **as part of a team**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: CAREER DEVELOPMENT IN THE EDUCATIONAL SYSTEM

20.4 – Facilitate Experiential Learning Opportunities

Purpose & Context

Educators, as career development professionals (CDPs), support the integration of experiential learning opportunities (e.g. mentoring, job shadowing, work-integrated learning, apprenticeship) within the classroom and educational system. Experiential learning provides students with opportunities to connect academic studies with quality experiences within workplaces or other practical settings. These experiences enhance employability, strengthen personal agency, and foster lifelong learning skills and attitudes.

As CDPs, educators may work with community/industry partners (e.g. employers) to develop, implement, and/or evaluate experiential learning opportunities.

Effective Performance

Competent career development professionals must be able to:

P1. Identify relevant community/industry partners, e.g. employers

P2. Explain experiential learning principles, for example:

- Learning by doing
- Reflecting on experiences
- Enhance relevance by connecting classroom knowledge with real-world situations
- Roles and responsibilities of school representative, students, and community/industry partners
- Key success factors, e.g. skill development, personal agency, and confidence
- Enhance employability by contributing to personal portfolios

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P3. Identify age- and grade-appropriate forms of experiential learning, for example:

- Mentor/buddy programs
- Field trips
- Simulations
- Volunteering
- Short-term work experiences
- Job shadowing
- Apprenticeships
- Industry projects
- Supervised paid in-person or virtual work experience
- Work-integrated learning

P4. Define parameters of experiential learning, for example:

- Location and duration
- Contact information for community/industry partner, school representative, and student
- Pre-requisites, e.g. criminal records check, WHMIS, safe food handling
- Learning outcomes, objectives, and activities
- Resource requirements, e.g. financial, technology, equipment, transportation
- Accommodation requirements
- Health and safety measures, e.g. health and safety policies and procedures, personal safety equipment, reporting accidents or unsafe practices, health and safety insurance
- Supervision and reporting procedures

P5. Prepare for the experiential learning, for example:

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- Collaboratively develop personal learning plans
- Outline contextual factors, e.g. unionized workplace setting,
- Develop experiential learning agreement, e.g. informed consent, parent/guardian permission slips
- Identify performance measure(s)
- Develop evaluation strategy, e.g. lessons learned, challenges, solutions, recommendations

P6. Support student and community/industry partner during experiential learning

P7. Evaluate experiential learning outcomes for student and community/industry partner

P8. Recognize contribution of community partner, e.g. public acknowledgement

P9. Recognize learning, e.g. formal education credits, certificate of completion

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Experiential learning program management and administration, e.g. policies and procedures, roles and responsibilities, program coordination

K2. Experiential learning principles

K3. Benefits of experiential learning

K4. Forms of experiential learning

K5. Principles of risk assessment

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Community engagement is critical to provide a range of experiential learning opportunities. The number of community and business resources available in the community will impact the range of experiences available to students

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Job shadowing:** training that provides a student with opportunities to learn work activities by observing an experienced worker performing on the job.
- **Work-integrated learning:** a form of curricular experiential education that formally integrates a student's academic studies with quality experiences within a workplace or practice setting (also known as "co-operative education")

Information Sources and Resources for Consideration

- Community-connected experiential learning. A policy framework for Ontario schools, kindergarten to grade 12. winter 2016 accessed January 24th, 2020 https://ocea.on.ca/wp-content/uploads/2017/08/CCEL-Document.pdf
- Co-operative Education and Work-Integrated Learning Canada. https://cewilcanada.ca/

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Circumstantially, e.g. per project, when a specific event arises

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum of one year of experience as an educator as well as varied opportunities to engage with community and industry stakeholders.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone** and/or **as part of a team**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: CAREER DEVELOPMENT IN THE EDUCATIONAL SYSTEM

20.5 – Design and Implement Career Program(s)

Purpose & Context

Educators, as career development professionals (CDPs), may design and implement comprehensive career programs to provide opportunities for students to set and achieve age- and grade-appropriate goals pertaining to living, learning, and working. As CDPs, educators recognize the importance of creating and delivering inclusive career development programming using a wide range of styles, media, and format. CDPs work with all students in an equitable career program.

Effective Performance

Competent career development professionals must be able to:

P1. Locate and review provincially mandated curriculum, where available

P2. Engage career influencers and other stakeholders either formally, e.g. Advisory Committee, or informally in discussion

P3. Assess needs

- Identify where career content in current curricular and extracurricular program is lacking in depth/scope or missing entirely
- Determine the level of career awareness of key stakeholders
- Identify the level of community and partnership engagement in career service delivery
- Research labour market trends

P4. Establish priority areas, for example:

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- Develop recommendations to Improve staffing, e.g. student/guidance counsellor or career education teacher ratio, grade- or industry-specific career specialists, training of guidance counsellors and career educators
- Develop age- and grade-appropriate career interventions, activities, or resources, e.g. cross-curriculum career integration, experiential learning
- Build engagement of parents/guardians
- Create partnerships with external parties, e.g. industry/community partners, businesses, trade officials, alumni
- Develop or provide access to resources that support educators' implementation of career programs, e.g. career exploration sites such as CHOICES/Xello, comprehensive career planning sites such as Blueprint
- Develop a career resource centre, e.g. self-help services, labour market information, occupational profiles
- Establish youth internship programs
- Develop school-to-work transition programs

P5. Identify priority activities to reach goals, for example:

- Curricular and extracurricular programs
- One-on-one guidance services
- Career resource centre
- Individual personalized career plans
- Work-integrated learning programs
- Experiential learning
- Community involvement
- Volunteering
- Part-time employment
- Career workshops

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- Career fairs
- Mentoring program
- Human library

P6. Develop key performance indicators, for example:

- Number of partnerships with community stakeholders
- Number of completed individualized career plans
- Number of students who achieve an experiential learning credit or credential
- Number of grade 10 students who completed at least 2 career exploration activities
- Number of grade 11 students who can identify three key people in their support network, and how these people can provide support
- Number of grade 12 students who can identify 3 facts they've learned about financial planning and how these relate to their career pathway planning
- Learning maps, that document student plans
- Portfolio presentations, to provide evidence of breadth and depth of career planning

P7. Formulate operating requirements, e.g. budget, facilities, services, supplies, equipment, technology, staff support

P8. Develop program services, e.g. individual services, group activities, career fairs, volunteer fairs, career centre

P9. Implement program:

- Develop an action plan
- Allocate resources, e.g. people, equipment, materials, financial resources
- Establish a schedule for progress reviews
- Prepare reports, e.g. progress reports, quarterly results, final report

P10. Monitor implementation, for example:

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- Track participation in experiential learning opportunities
- Assess level of involvement of career influencers, e.g. families, teachers, students, community/industry partners

P11. Measure program effectiveness using developed indicators, for example:

- Program's impact on career decisions
- Student participation in career exploration and planning process
- Surveys of graduates

P12. Revise program based on feedback from developed indicators

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. School counselling theory and techniques

K2. Community resources

K3. Characteristics of students, e.g. exceptional needs, special needs

K4. Education system, e.g. educational supports and resources available for students

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Level of support required, and offered, by stakeholders may vary, e.g. school administrator, staff members, parents, students, community, business stakeholders

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Career guidance:** career services included in educational program.
- **Human Library:** A metaphor for a local network of community members, including family members, representing diverse roles and occupations; these contacts are like resources in a library. Students can "check-out" several resources to find out more about community members' roles, work, and local employment opportunities.

Information Sources and Resources for Consideration

- Comprehensive Guidance and Counselling Program: Supporting Student Success. 2007. Revised updated 2010. Nova Scotia. Department of Education. Student Services. ISBN: 1-55457-078-6
- Standards of Practice for Guidance Counsellors, 2014 Department of Education Newfoundland and Labrador
- Reddy, L., Rauschenberger, J., Hurt, P. and Bray, J. Transforming Career Counselling: Bridging School to Career in the Workforce of the Future. Manufacturing Skills Standards Council (MSSC). April 2015. sme.org, MSSCUSA.org
- Ministry of Education Ontario. Creating pathways to success: an education and career/life planning program for Ontario schools: Policy and Program requirements, kindergarten to Grade 12. 2013 http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum of one year experience as a career guidance counsellor.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: CAREER MANAGEMENT

21.1 – Optimize Workforce Development

Purpose & Context

Career Development Professionals (CDPs) help employers design workforce development strategies to meet organizational and employee needs.

Effective Performance

Competent career development professionals must be able to:

P1. Perform workforce planning:

- Review documentation, e.g. business plans, organizational goals, workforce planning strategies, emerging skill requirements, organizational chart
- Identify organizational needs, e.g. vacant positions, new position, requirements of new business
- Identify skill inventory, e.g. assess skills of current workforce
- Prepare strategies to address gaps, e.g. training, recruitment

P2. Develop policies to optimize employee mobility, such as:

- Seek internal candidates to fill vacant positions
- Identify development needs
- Allocate resources for training and development
- Promote horizontal, lateral, vertical mobility

P3. Formulate workforce development strategies, for example:

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- Engage in career discussions, e.g. create opportunities to discuss and explore career interests
- Create developmental opportunities, e.g. cross-functional team assignments, secondments, job rotations, mentoring, coaching
- Provide career management resources, e.g. online self-assessments, access to job descriptions, internal job fairs, learning resources, self-management career tools

P4. Implement workforce development strategies:

- Develop communication strategy
- Deliver training
- Develop resources

P5. Evaluate effectiveness of strategies using established indicators, such as:

- Number of vacancies filled by internal candidates
- Employee retention

P6. Recommend adjustments, as appropriate

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Human resources management

K2. Performance management

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Type and size of organization will impact complexity of workforce development needs.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

Information Sources and Resources for Consideration

- None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

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— To become fully proficient, a career development should support at least 5 organizations of varied size in developing a competency-based talent management model.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: CDP EXTENDED

COMPETENCY AREA: CAREER MANAGEMENT

21.2 – Support Employee Mobility within the Organization

Purpose & Context

Career Development Professionals (CDPs) support employee mobility to create an agile organization. CDPs promote multidirectional career pathways to build employee engagement.

Effective Performance

Competent career development professionals must be able to:

P1. Assess performance against current job requirements, for example:

- Employee self-assessment
- Supervisor's assessment
- Performance discussion between employee and supervisor, e.g. key strengths
- Areas of improvement
- Individualized development plan (IDP) to close gaps and build on strengths

P2. Discuss career aspirations and goals, for example:

- Explore multi-directional career paths
- Identify career path of choice

P3. Assess employee:

- Determine gaps between competencies, experience and qualifications and target job requirements

P4. Develop individualized development plan (IDP), for example:

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- Prioritize areas of development
- Identify development strategies, e.g. assignments, training courses, coaching
- Develop action plan:
  - Prioritize areas of development
  - Select developmental strategies, e.g. assignment, training courses, coaching
  - Identify resources and supports required
  - Set milestones and timelines, e.g. daily, weekly, monthly

P5. Provide support and guidance:

- Track progress and results

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Human resources management e.g. recruitment, selection, performance management, training and development, succession management

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Talent mobility:** proactively moving employees throughout the organization to apply their skills, talents, and competencies where they are most needed.

— **Individual development plan (IDP):** tool used to document and track progress towards achievement of individual career goals. It includes the identification of personal goals, assessment results and action plan to develop competencies required for successful performance

Information Sources and Resources for Consideration

— None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— No risk, no consequence: NOT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum experience of working with at least 40 different clients.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **somewhat unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: EMPLOYER OUTREACH AND RELATIONS

22.1 – Work with Employers to Create Job Opportunities

Purpose & Context

Career Development Professionals (CDPs) work with employers and other community stakeholders to create employment opportunities for clients.

Effective Performance

Competent career development professionals must be able to:

P1. Identify local labour market needs, for example:

- Review labour market information
- Attend business and industry events, e.g. conferences, job fairs, employer-related networking opportunities
- Consult professional network, e.g. HR, health professionals, educators, trainers
- Meet community service organizations, e.g. settlement agencies, associations
- Sign up for employment-related news alerts, e.g. construction of new infrastructure, anticipated hiring for new retail warehouse
- Contact prospective employers to inquire about work and experiential learning opportunities
- Meet with employers to identify skill shortages

P2. Identify gaps in community services that prevent access to work, e.g. transportation service, daycare, medical support

P3. Work with community associations to address gaps in services

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P4. Identify list of potential employers best matched to client profiles

P5. Meet with employers to present service offerings, such as:

- Assistance in workforce planning, e.g. help develop recruitment and selection strategies, estimate future skills demand, assess current capacity, conduct job analysis, identify job requirements
- Development of new employment opportunities and innovative employment options, in alignment with provincial, territorial and federal law, e.g. internships, volunteer work experiences, on-the-job coaching, customized training and development, job shadowing
- Information sharing on government-funded services and programs, e.g. wage subsidy, employment training, adaptive and assistive technologies, tools and equipment, job crisis intervention services
- Support recruitment and selection efforts, e.g. select clients best fit for work requirements from database
- Ongoing support of referred clients, e.g. job maintenance strategies, support on issues and challenges during employment

P6. Develop service agreement

P7. Initiate contact between client and employer, e.g. schedule a pre-interview meeting

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Workforce planning, e.g. key principles, tools and resources

K2. Labour market requirements and trends

K3. Legislation and regulations relevant to employment, e.g. Human Rights Legislation, Canada Labour Code, Privacy Act, Workers Compensation Act, Employment Standards, Occupational Health and Safety

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Depending on their local situation, CDPs may build many relationships with potential employers or work closely with a small number of key employers

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Workforce planning:** identification of workforce needs and strategies to meet business objectives.

Information Sources and Resources for Consideration

- None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

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— A career development professional requires a minimum experience of working with at least 40 different employers to develop work opportunities for clients.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: EMPLOYER OUTREACH AND RELATIONS

22.2 – Support Employers in Development of Recruitment and Selection Strategies

Purpose & Context

Career Development Professionals (CDPs) provide guidance to employers on recruitment and selection strategies to support a diverse and inclusive workplace. CDPs establish long-term relationships with employers across industries, assisting them in defining work requirements, supporting recruitment and selection strategies, and searching candidate databases to identify candidates best suited to job requirements.

Effective Performance

Competent career development professionals must be able to:

P1. Meet employers to identify current and future workforce needs

P2. Promote benefits of diverse and inclusive workforce, e.g. creates innovation, increased productivity, increased talent pool, decreased turnover, increased employee engagement

P3. Work with employer to create a workplace free from discrimination, e.g. HR policies, workplace accommodations

P4. Assist employer in defining work requirements free of unintended barriers, for example:

- Develop job descriptions
- Identify possible barriers to employment specific to the organization
- Develop pre-employment and integration of new employee strategies to address barriers, e.g. on-the-job training, partnering with educational institutions to deliver literacy, numeracy and technical training

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- Review job descriptions to remove unintended barriers, i.e. identify only essential requirements for selection

P5. Discuss employment strategies for a more diverse and inclusive workforce, e.g. part-time, full-time, volunteer experience, internship, job sharing

P6. Provide employer assistance in recruitment, e.g. search database, work with other community stakeholders, provide referrals, access networks

P7. Recommend recruitment strategies to increase number of applicants, for example:

- Build accessible website, e.g. assistive technologies such as screen reader software, screen magnification, speech recognition
- Promote diverse and inclusive workplace
- Use inclusive job advertising

P8. Support implementation of selection process, for example:

- Identification of selection criteria
- Development of selection assessment grid, e.g. assessment tool for each criterion
- Development of assessment tools, as required
- Screening applicants
- Administering assessment
- Scoring assessment
- Reporting results
- Debriefing applicants

P9. Support negotiation of agreement, e.g. contractual, placement, such as:

- Work arrangements, e.g. work hours, working conditions, accommodations
- Support services, e.g. address performance issues, resolve conflicts

P10. Provide support to employers and employees throughout recruitment and selection process

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Employment laws and regulations relevant to recruitment and selection

K2. Human rights, specifically in relation to employment applications, hiring practices, discrimination, duty to accommodate and harassment, principles of diversity and equity, employment equity

K3. Occupational Health & Safety Act, WHMIS, first aid, reporting requirements for injury/illness

K4. Advanced knowledge of key issues impacting recruitment, selection, training and development, HR planning, compensation, retention

K5. Website trends, e.g. mobile optimization, simplification of process to submit résumé

K6. Human resource management key concepts, e.g. workforce planning, performance management, training and development, compensation and rewards, engagement and retention

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- A career development professional requires a minimum experience of supporting at least 40 different employers in the development of recruitment and selection strategies.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Recruitment**: overall process for identifying ideal job applicants, determining the time period for the recruitment activities, determining the key location and tools to advertise the jobs and elaborating the details of the recruitment process (who, where, when, how).
- **Selection:** overall process for identifying the key criteria that will be used to identify the best applicant, selecting the most effective assessment strategy for those criteria, administering and scoring the assessment, and determining the ideal candidate for the job.
- **Selection criteria:** the key qualifications that will be used to assess candidates.
- **Inclusive job advertisement:** approach to optimize recruitment of a diverse workforce, including using non-traditional approaches to sourcing potential applicants, focusing on bona fide requirements, using gender-neutral language, removing 'years of experience', eliminating jargon, offering flexible working schedule

Information Sources and Resources for Consideration

- None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

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Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum of one year of experience with at least 40 different clients and employers, representing a broad range of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: EMPLOYER OUTREACH AND RELATIONS

22.3 – Support Employers in Development of Recruitment and Selection Strategies

Purpose & Context

Career Development Professionals (CDPs) provide support to employers to create a workplace environment that will foster engagement and retention. CDPs work with employers to ensure human resource practices are designed to reduce turnover, improve employee satisfaction, and contribute to organizational success.

CDPs also work with employees to address any challenges that arise during employment.

Effective Performance

Competent career development professionals must be able to:

P1. Inform employee and employer of respective rights and responsibilities

P2. Inform employer on how to build employee engagement, for example:

- Advise on implementation of HR best practices, e.g. selection and recruitment, training and development, health safety and wellness, succession planning, performance management
- Offer solutions on how to create a diverse and inclusive work environment, e.g. flexible work arrangements, assistive technology, job redesign, (re)-training, coaching and mentoring, workplace redesign

P3. Inform employee on strategies to keep the job once hired:

- Determine human resources policies in place
- Follow human resource policies and procedures, e.g. attendance, dress code, hours of work, holidays

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- Plan and organize work activities
- Ask questions to clarify understanding
- Seek feedback on how to improve behavior
- Find opportunities for growth and development
- Respect others, e.g. avoid gossiping, avoid spreading rumours
- Look for opportunities to help others

P4. Recognize challenges that arise during employment, such as:

- Employee-related, for example:
  - Absenteeism
  - Reduced productivity
  - Substance abuse
  - Unprofessional appearance
  - Problems with interpersonal relationships
  - Workplace accidents due to negligence
  - Excessive use of sick days
- Employer-related, for example:
  - Unpaid wages
  - Occupational health and safety violations
  - Harassment
  - Discrimination
  - Regulatory non-compliance

P5. Negotiate solutions to address challenges, for example:

- Assist employees in finding affordable childcare

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- Procure support aids
- Retrain or move employee to a different position
- Modify employee schedule
- Advise on legal issues, e.g. duty to accommodate
- Provide guidance on performance and attendance issues
- Recommend workspace adaptation, e.g. equipment, lighting

P6. Provide ongoing support to employers and employees throughout employment

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Employment laws and regulations

K2. Human rights as they apply to, for example:

- Practices
- Discrimination
- Duty to accommodate
- Harassment
- Principles of diversity and equity
- Personal information and Electronic Documents Act (PIPEDA)
- Employment equity

K3. Human resource management key concepts, e.g. workforce planning, performance management, training and development, compensation and rewards, engagement and retention

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Employers may be eligible for government aid in adjusting their workplace, depending on provincial and/or municipal legislation.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum experience of working with at least 40 different employers and clients to develop job maintenance strategies.

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Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: COMMUNITY CAPACITY BUILDING

23.1 – Assess Labour Market Needs

Purpose & Context

Career Development Professionals (CDPs) participate in labour market needs assessment in a specific city or region to identify labour market challenges, develop and update labour market information, and increase awareness and access to labour market information. CDPs work with stakeholders committed to the economic and social growth of the community.

Effective Performance

Competent career development professionals must be able to:

P1. Create a labour market strategy working group, including, for example:

- Business leaders
- Employers
- Community groups
- Agencies
- Associations
- Government
- Education and training providers

P2. Define roles and responsibilities

P3. Develop labour market goals

P4. Identify information and data to be collected, such as:

- Demographics, e.g. age, population trends, immigration trends, education trends

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- Characteristics of local labour pool and employment, e.g. unemployment levels, participation
- Type of work, e.g. occupation, industry
- Tools and resources to connect people to jobs, e.g. training supports
- Workforce challenges and opportunities, e.g. labour shortages, credential recognition, automation, funding for increasing skills and job readiness

P5. Collect information and data using range of methods, e.g. surveys, interviews, focus groups

P6. Analyze information, e.g. compile statistics, integrate information from various sources, develop key recommendations to address employability issues

P7. Seek feedback on research findings, for example:

- Design conversations around the discovery of assets, gifts, abilities and resources of the community
- Use focus groups, surveys, telephone interviews and meetings with elders, employers, management, and clients

P8. Finalize report, e.g. integrate feedback from consultations

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Community needs analysis process

K2. Data collection methods

K3. Data sources, for example:

- Statistics Canada, e.g. census, labour force survey, annual migration estimates, population estimates, business counts
- Emsi dataset, e.g. Canadian occupational projection system, post-secondary information system
- Other, e.g. municipality data, Immigration, Refugees and Citizenship Canada

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- The role of the CDPs will vary depending on the resources available in the community to participate in the community needs assessment.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Community labour market needs assessment:** gathering of information to identify gaps between current and future workforce needs. The information is used to develop policies, systems and strategies to solve community employability issues.
- **Community labour market plans:** document presenting detailed analysis of labour market statistics and strategies on how to grow the workforce to meet the local workforce needs.

Information Sources and Resources for Consideration

- Ottawa Community Labour Market Plan. 2018. Accessed January 23rd, 2020. https://ottawaemploymenthub.ca/wp-content/uploads/2018/11/Community-Labour-Market-Plan-2018-v31-resize.pdf
- Emsi labour market data knowledge base for Canada. Accessed January 30th, 2020 https://www.economicmodeling.com/2015/10/27/introducing-the-emsi-knowledge-base-for-canada/

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Circumstantially, e.g. per project, when a specific event arises

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Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires at least six months to establish a network of community and business stakeholders, as well as in-depth knowledge of best practices in community labour market needs assessment.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **as part of a team**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— Inventory of referral resources

— Inventory of employers within the community

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: COMMUNITY CAPACITY BUILDING

23.2 – Develop Labour Market Action Plan

Purpose & Context

Career Development Professionals (CDPs) participate in development of labour market action plans to address workforce challenges.

Effective Performance

Competent career development professionals must be able to:

P1. Analyze labour market needs assessment findings

P2. Set economic, social, educational and employment strategic goals, for example:

- Improve productivity and competitiveness
- Improve quality of employment
- Grow diverse and inclusive workforce

P3. Develop strategies to achieve stated goals, in areas such as:

- Immigration
- Recruitment and retention
- Skills development
- Trades training

P4. Develop action plan, for example:

- Identify outcome metrics
- Define critical activities and timelines

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- Identify resources
- Develop contingency plans
- Develop evaluation methodologies

P5. Submit document for review by stakeholders

P6. Finalize action plan using feedback from consultation

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Human resources management, e.g. recruitment, training, staff retention

K2. Factors that influence recruitment and retention

K3. Community-based supports for employees and employers

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- The role of the CDPs will vary depending on the resources available for the community to participate in the community needs assessment.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Community labour market needs assessment**: gathering of information to identify gaps between current and future workforce needs. The information is used to develop policies, systems and strategies to solve community employability issues.
- **Community labour market plans:** document presenting detailed analysis of labour market statistics and strategies on how to grow the workforce to meet the local workforce needs.

Information Sources and Resources for Consideration

- Ottawa Community Labour Market Plan. 2018. Accessed January 23rd, 2020. https://ottawaemploymenthub.ca/wp-content/uploads/2018/11/Community-Labour-Market-Plan-2018-v31-resize.pdf

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

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— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires at least six months to establish a network of community and business stakeholders, as well as in-depth knowledge of best practices in community labour market needs assessment.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **as part of a team**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: COMMUNITY CAPACITY BUILDING

23.3 – Implement Labour Market Action Plan

Purpose & Context

Career Development Professionals (CDPs) work with community and employment stakeholders to support the successful implementation of labour market action plans. Successful collaboration between CDPs and community partners helps communities work toward achieving long term goals, leveraging partnerships to enhance economic development.

Effective Performance

Competent career development professionals must be able to:

P1. Present components of action plan, such as:

- Employment and training programs, e.g. short- and long-term
- Service delivery, e.g. eligibility, privacy
- Career services, e.g. job search, résumé preparation, employment support, job maintenance
- Planning and coordination, e.g. intake and referral
- Financial supports, e.g. employer financial supports, participant employment and training

P2. Delegate activities

P3. Develop communication strategy

P4. Establish a schedule for progress reviews, e.g. monthly, quarterly, end of year

P5. Prepare reports, e.g. progress reports, quarterly results, final report

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P6. Share knowledge and expertise throughout the implementation process, as necessary

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Community Labour Market Plan

K2. Community resources

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- The role of the CDPs will vary depending on the resources available for the community to participate in the community needs assessment.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Community labour market needs assessment**: gathering of information to identify gaps between current and future workforce needs. The information is used to develop policies, systems and strategies to solve community employability issues.
- **Community labour market plans:** document presenting detailed analysis of labour market statistics and strategies on how to grow the workforce to meet the local workforce needs.

Information Sources and Resources for Consideration

- Ottawa Community Labour Market Plan. 2018. Accessed January 23rd, 2020. https://ottawaemploymenthub.ca/wp-content/uploads/2018/11/Community-Labour-Market-Plan-2018-v31-resize.pdf

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

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— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires at least six months to establish a network of community and business stakeholders, as well as in-depth knowledge of best practices in community labour market needs assessment.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **as part of a team**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: COMMUNITY CAPACITY BUILDING

23.4 – Evaluate Labour Market Action Plan

Purpose & Context

Career Development Professionals (CDPs) work with community partners to evaluate the implementation of the labour market action plan.

Effective Performance

Competent career development professionals must be able to:

P1. Identify evaluation criteria:

- Target group engagement, e.g. use of services by specific population
- Employer engagement, e.g. creation of partnerships, collaboration with community and service providers
- Delivery of program, e.g. timeliness, accessibility, transportation
- Simplification of policy framework, e.g. reduction of eligibility restrictions
- Program administration cost

P2. Select evaluation tools, e.g. surveys, interviews, data collection and analysis

P3. Collect data

P4. Analyze information

P5. Write report to document findings

P6. Disseminate findings

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Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Evaluation tools and methods

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— The role of the CDPs will vary depending on the resources available for the community to participate in the community needs assessment.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— **Community labour market needs assessment**: gathering of information to identify gaps between current and future workforce needs. The information is used to develop policies, systems and strategies to solve community employability issues.

— **Community labour market plans:** document presenting detailed analysis of labour market statistics and strategies on how to grow the workforce to meet the local workforce needs.

Information Sources and Resources for Consideration

— Ottawa Community Labour Market Plan. 2018. Accessed January 23rd, 2020. https://ottawaemploymenthub.ca/wp-content/uploads/2018/11/Community-Labour-Market-Plan-2018-v31-resize.pdf

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

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Frequency

Q: How frequent and under what conditions is this skill performed?

— Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires at least six months to establish a network of community and business stakeholders, as well as in-depth knowledge of best practices in community labour market needs assessment.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: POLICY AND ADVOCACY

24.1 – Contribute to the Development of Public Policy

Purpose & Context

Career Development Professionals (CDPs) participate in the development of public policies to guide decisions and achieve better outcomes for their clients. Policy development is an iterative process that involves collaboration with stakeholders and influencers.

CDPs have a unique position in the community, working with and for multiple stakeholders. CDPs are aware of the impact of changing economic, social, and political factors on access to employment, education and social services. Matters such as poverty and unemployment, community capacity building, changing work patterns, increased scrutiny on measuring impacts of programs used, and much more are all informed by public policy and programs that CDPs may be able to influence.

Effective Performance

Competent career development professionals must be able to:

P1. Identify subject or problem to be addressed

P2. Conduct situational assessment, for example:

- Conduct literature review:
  - Produce summary of previous research on topic
  - Identify how policy decisions have resolved similar issues
- Gather data on public opinion, e.g. survey, petition
- Gather information on different viewpoints from interest groups, e.g. hold public consultation
- Identify factors contributing to the issue, e.g. political, economic, sociocultural

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- Analyze existing policy, regulation, or legislation, where applicable
- Determine possible social and economic costs of current situation
- Determine possible social and economic outcomes of addressing situation
    - Identify influencers, e.g. potential allies and opponents of the policy effort

P3. Summarize policy issue, for example:

- State problem
- Describe current situation
- Summarize considerations
- Describe options
- Make recommendations
- Generate policy solutions, e.g. laws and ordinances, regulatory policies, executive order, business policies, organizational rules and bylaws
- Provide comparative information, best practices

P4. Draft policy, considering:

- Background statement, e.g. historical context, context, research outcomes
- Policy Title
- Operation of policy, e.g. planning, management and operational activities
- Statement of intent and scope
- Policy objectives
- Procedures on how to carry out the intent of the policy
- Plan for maintenance and periodic review of policy
- Related policies, procedures, documents

P5. Seek input on draft policy:

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- Consult stakeholders
- Get opinion from subject matter experts, where needed

P6. Assess readiness for policy development, for example:

- Determine level of awareness
- Review factors that impact policy, where relevant, e.g. regulations, fiscal measures, systemic issues
- Identify constraints and barriers to implementation and mitigation strategies

P7. Revise policy based on consultation and collaboration

P8. Schedule periodic review of policy

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Current policy debates on the issues to be addressed

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs may contribute to the development of a range of types and forms of policies, including broad policies formulating government-wide direction, specific policy to address a sector or an issue, or operational policies to guide decisions on programs or project selection.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

Information Sources and Resources for Consideration

- Cohen, D. et al. United Nations Children's Fund (UNICEF)Advocacy Toolkit: a guide to influencing decisions that improve children's lives. First edition. New York, 2010

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Very hard or challenging

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional must have participated in a supporting role in the development process of at least two public policies.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: POLICY AND ADVOCACY

24.2 – Develop Advocacy Strategies

Purpose & Context

Career Development Professional (CDPs) advocate for policy-based solutions to achieve economic development and social progress.

Effective Performance

Competent career development professionals must be able to:

P1. Set measurable advocacy goals, considering:

- Organizational vision and mission statement
- National policy on the issue
- Political environment
- Current public opinion
- Identify audiences, for example:
- Allies
- Opponents
- Decision makers,
- Influencers, for example:
  - Family
  - Community leaders
  - International community
  - Policy makers
  - Media

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- Academics
- Experts

P2. Identify strategies to raise awareness, for example:

- Hold press conference
- Launch social media campaign
- Develop informational websites
- Organize coalition events

P3. Develop action plan, for example:

- Prioritize activities
- Identify resources needed, e.g. human, technology, financial, equipment
- Set timelines

P4. Implement action plan

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Current social, political and economic context of the field of career development

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs may need to develop advocacy strategies in challenging situations, including having limited resources and funding, inadequate risk management, non-established network of stakeholders etc.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

Information Sources and Resources for Consideration

- Cohen, D. et al. United Nations Children's Fund (UNICEF) Advocacy Toolkit: a guide to influencing decisions that improve children's lives. First edition. New York, 2010

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Very hard or challenging

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

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— A career development professional must have participated in a supporting role in the development of an advocacy strategy. A career development professional must also have recognized expertise in the field of career development, hold a position of authority in an organization and nurture a network of relationships (personal, public, professional and organizational).

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: POLICY AND ADVOCACY

24.3 – Advocate on Behalf of Profession

Purpose & Context

Career Development Professionals (CDPs) advocate on behalf of the profession to advance the field of practice.

Effective Performance

Competent career development professionals must be able to:

P1. Identify issues impacting advancement of field of practice, for example:

- Lack of public recognition
- Limited research funding
- Limited use of Standards of Practice
- Unclear inter-professional boundaries
- Absence of evidence-based practice
- Limited professional development opportunities

P2. Identify solutions to address challenges, for example:

- Education programs based on standards of practice, e.g. competency framework
- Public recognition campaign
- Scientific research funding

P3. Participate in advocacy initiatives, such as:

- Support development and implementation of public policies

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- Support integration of career awareness across curriculum
- Champion advancements in practice, policy, research and education
- Present positions on emerging practice issues
- Participate in development of professional identity
- Participate in professional associations
- Build alliances with career development professionals and other professionals, e.g. social workers, psychologists, educators, healthcare, correctional services
- Educate public and other professionals about practice, e.g. roles, educational backgrounds, similarities and differences with other professions
- Publish scientific research

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Advocacy principles

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— CDPs may need to advocate on behalf of profession in challenging situations, including having limited resources and funding, inadequate risk management, non-established network of stakeholders, etc.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— Cohen, D. et al. United Nations Children's Fund (UNICEF) Advocacy Toolkit: a guide to influencing decisions that improve children's lives. First edition. New York, 2010

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

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— A career development professional must have recognized expertise in the field of career development, hold a position of authority in an organization, and nurture a network of relationships (personal, public, professional and organizational).

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: POLICY AND ADVOCACY

24.4 – Build Public Awareness of Career Development Professionals

Purpose & Context

Career Development Professionals (CDPs) participate in raising public awareness of the role CDPs play in helping individuals navigate learning and employment transitions across their lifespan. CDPs create collaboration opportunities to promote positive health, social and economic outcomes. Building public awareness helps increase the profile of CDPs in the community and better conveys the importance of the essential services provided.

Effective Performance

Competent career development professionals must be able to:

P1. Conduct research to determine level of awareness of key characteristics of the profession, such as:

- Standards of Professional Practice
  - Designation
  - Educational qualifications
- Evidence-based, effective practice
- Importance and benefits of career development
- Professional career development associations and networks
- Career development resources

P2. Conduct research on other programs and services directed at target market, i.e. ways in which CDPs clients are being served through other means

P3. Build a public awareness campaign, for example:

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- Define goal and objectives
- Establish budget and timelines
- Define success measures
- Identify target audience, e.g. government, employers, job seekers, students
- Develop key message
- Identify collaborative partnerships
- Brainstorm a list of events, programs, initiatives
- Select communication tools, such as:
  - Social media, e.g. Twitter, YouTube, Instagram, Facebook
  - Online channels, e.g. emails, website, blogs
  - Print media campaign, e.g. advertising, news release
- Develop plan of action, e.g. what, who, when
- Launch campaign

P4. Measure impact of public awareness campaign:

- Develop Key Performance Indicators (KPIs)
- Select data collection method(s), e.g. survey, interview
- Analyse data
- Publish findings, if appropriate

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Current social, political and economic context of the field of career development

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- CDPs may need to build public awareness in challenging situations, including having limited resources and funding, absence of networks, or lack of existing academic research and literature.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

Information Sources and Resources for Consideration

- Cohen, D. et al. United Nations Children's Fund (UNICEF) Advocacy Toolkit: a guide to influencing decisions that improve children's lives. First edition. New York, 2010

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional must have recognized expertise in the field of career development, hold a position of authority in an organization, and nurture a network of relationships (personal, public, professional and organizational).

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: STRATEGIC DELIVERY OF CAREER DEVELOPMENT SERVICES

25.1 – Build Strategic Plan

Purpose & Context

Career Development Professionals (CDPs) develop strategic plans to deliver career development services and achieve organizational goals.

Effective Performance

Competent career development professionals must be able to:

P1. Establish strategic planning team

P2. Review current data, e.g. last strategic plan, mission statement, vision statement, values statements, financial records

P3. Identify internal and external stakeholders, e.g. employees, community organizations, agencies, associations, clients, employers, educational institutions, government

P4. Identify consultation approach, e.g. interviews, survey, town hall, group discussions, board meeting

P5. Conduct a strategic organizational and environmental assessment, for example:

- Identify internal strengths
- Identify areas for improvement
- Analyze trends, e.g. local, regional, national, international
- Identify assets unique to the community
- Identify potential opportunities and threats, both internal and external

P6. Identify strategic priority areas, for example:

- Customized services for job seekers

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- Customized services for employers
- Education and training services
- Outreach programs
- Inclusion and accessibility
- Need for integrated approach
- Engagement of all stakeholders

P7. Develop strategic goals

P8. Develop action plans for each strategic goal:

- Identify key activities, e.g. by department, unit, team member
- Break down each activity into specific actions
- Set timelines
- Identify resources, e.g. people, equipment, materials
- Develop key performance indicators

P9. Develop budget requirements

P10. Develop implementation strategy:

- Develop communication strategy
- Determine reporting requirements
- Establish a schedule for progress reviews, e.g. monthly, quarterly, end of year
- Identify training requirements

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Strategic planning

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- The type of organization within which the career services are delivered will impact the complexity of developing a strategic plan.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Strategic goal:** statement describing a specific measurable outcome, deadline and accountability area.

Information Sources and Resources for Consideration

- OnStrategy. Essential Guide to Strategic Planning. accessed March 2, 2020. https://onstrategyhq.com/resources/strategic-planning-process-basics/

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Timely, e.g. every month, weekly, hourly

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum of 5 years of experience in various managerial roles to develop a strategic plan.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **as part of a team**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: STRATEGIC DELIVERY OF CAREER DEVELOPMENT SERVICES

25.2 – Build Strategic Partnerships

Purpose & Context

Career Development Professionals (CDPs) establish strategic partnerships with community-based organizations, third party providers and agencies who share common values and goals. The partnerships provide opportunities to share specialized capabilities and resources to address challenges the organization may not have the capacity to address on its own.

Effective Performance

Competent career development professionals must be able to:

P1. Identify opportunities to improve organizational outcomes through use of partnerships, e.g. increase outreach capacity

P2. Identify potential community-based organizations with whom partnership would be beneficial, e.g. settlement agencies, associations that support employment of people with disabilities

P3. Meet potential partners, e.g. community-based organizations, agencies

- Confirm interest in establishing partnership
- Clarify shared goals and objectives
- Identify opportunities to work together, e.g. shared services, shared resources
- Identify requirements, e.g. work schedule, financial mechanism, reporting, measurement of success
- Develop action plan to achieve partnership goals

P4. Develop partnership agreements, considering:

- Purpose

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- Governance
- Strategic goals
- Services and resources
- Funding agreement
- Communications
- Key performance indicators
- Reporting mechanism

P5. Maintain partnership engagement, for example:

- Schedule regular reviews to assess partnership progress and challenges
- Establish communication processes
- Hold collaborative planning meetings, as needed, e.g. weekly, bi-weekly, monthly

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Types of partnerships, e.g. community, government, education, faith-based

K2. Community resources, e.g. physical assets, economic assets, knowledge, networks, local institutions

K3. Current partnerships, e.g. effectiveness of relationship, delineation of roles and responsibilities

K4. Organizational readiness for partnering

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Reasons for establishing partnerships are numerous, including to eliminate duplication of effort, pool resources, address social issues, create long-term social change, and deliver services.
- Types of partnerships will vary, e.g. informal or formal agreements

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Partnership:** organizations who work together to achieve a common goal.

Information Sources and Resources for Consideration

- John Snow, Inc. (JSI). Engaging your community: a toolkit for partnership, collaboration and action. 2012. https://publications.jsi.com/JSIInternet/Inc/Common/_download_pub.cfm?id=14333&lid=3

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires the experience of developing at least 5 partnership agreements, representing a broad range of stakeholders.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: STRATEGIC DELIVERY OF CAREER DEVELOPMENT SERVICES

25.3 – Develop Performance Monitoring System

Purpose & Context

Career Development Professionals (CDPs) develop performance monitoring systems to measure organizational performance relevant to career development services. Performance monitoring systems facilitate the collection of data that may help identify how to improve program outcomes.

Caseload refers to the number of clients a CDP manages. Caseloads are assigned taking into consideration the complexity of each individual case and the evidence-based approach required for a successful outcome. Information systems are useful tools to inform decisions on how best to allocate resources including staff, local resources, agencies and voluntary organizations.

Effective Performance

Competent career development professionals must be able to:

P1. Identify organizational goals

P2. Develop key performance indicators for each goal, for example:

- Caseload management, e.g. number of clients, type of services delivered, duration, outcomes
- Partnerships engagement, e.g. type of service
- Client service, e.g. satisfaction level, areas of improvements
- Finance, e.g. salaries, expenses related to service delivery
- Administration, e.g. number of staff, number of support staff

P3. Develop data collection methods, for example:

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- Surveys, interviews
- Client records
- Partnership reporting forms
- Financial reports

P4. Identify performance management system requirements:

- Information required, e.g. quantitative and qualitative data
- Data collection sources, e.g. current forms, existing data base
- Reporting requirements, e.g. frequency, key performance indicators
- Compatibility with current IT infrastructure
- Financial constraints
- Privacy and confidentiality

P5. Recommend build or buy management system

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Performance management systems, e.g. performance measurement, reporting, monitoring, business planning

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Performance management systems measures vary according to the need of the organization. Transitioning to a performance management system may present challenges, e.g. resistance by users, producing meaningful reports.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- None

Information Sources and Resources for Consideration

- None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- Moderate risk: CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires at least three years of experience delivering services and assessing outcomes.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: STRATEGIC DELIVERY OF CAREER DEVELOPMENT SERVICES

25.4 – Prepare Performance Reports

Purpose & Context

Career Development Practitioners (CDPs) prepare reports to track organizational progress against performance metrics. The performance reports are used to inform decision making.

Effective Performance

Competent career development professionals must be able to:

P1. Review performance report requirements

P2. Compile quantitative data, for example:

- Number of intake interviews
- Description of clients served, e.g. age, experience, education
- Services delivered, e.g. type, duration, frequency, outcomes
- Caseload, e.g. caseload ratio
- Service coordination, e.g. with association, agencies, government services, health care professional
- Service provider, e.g. quality
- Financial, e.g. cost per case, cost of administration

P3. Compile qualitative data, such as:

- Client opinions and feedback
- Employer opinions and feedback
- Information collected during client interviews

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P4. Analyze findings:

- Look for patterns or relationships, e.g. frequencies, cross-tabulations
- Interpret results, e.g. the extent to which results meet performance goals
- Identify limitations of data
- Integrate data with information from other sources, if appropriate

P5. Describe outcomes:

- Link findings to performance goals
- Phrase recommendations, e.g. need to outsource more services, reassign caseloads
- Describe limitations of findings

P6. Store information and data:

- Follow organization's requirements for record management
- Archive data, supporting documentation, data collection instruments
- Ensure security and confidentiality of information and data stored

P7. Report data against set targets or expected performance

P8. Summarize key messages in an easy to understand way, e.g. with a visual dashboard or brief executive summary

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Performance-based management decision models, e.g. service selection and funding decisions

K2. Type of performance-based management reports, e.g. service quality, inactive cases

K3. Business planning, e.g. using performance management information to guide decisions

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- Performance reports are typically agency driven and/or required by outcomes.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Key performance indicators:** quantifiable measures used to evaluate the performance of an organization.
- **Performance management systems**: system used to store and analyze data useful to make decisions about service outcomes

Information Sources and Resources for Consideration

- None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Timely, e.g. every month, weekly, hourly

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires a minimum of experience of assisting in the preparation of a range of performance reports.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: STRATEGIC DELIVERY OF CAREER DEVELOPMENT SERVICES

25.5 – Manage Risk

Purpose & Context

Career Development Professionals (CDPs) manage risk on an ongoing basis to ensure effective and efficient delivery of services. CDPs reduce potential loss and liability by identifying risk factors and implementing appropriate risk management strategies. Considerations may include staff and client safety, protection of client data and information, adherence to professional codes of conduct and industry standards, and financial integrity.

Effective Performance

Competent career development professionals must be able to:

P1. Identify potential risks to clients, CDPs, and organization, such as:

- Violence
- Economic downturn
- Tarnished reputation
- Poor caseload ratio
- Breach of confidentiality
- Inappropriate conduct
- Elimination of social programs
- Non-compliance to legal, ethical and professional practice requirements

P2. Evaluate the risk, e.g. rank risks based on impact (severity) and likelihood (magnitude)

P3. Implement risk management strategies, for example:

- Secure data storage

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- Obtain insurance
- Conduct employee training
- Monitor employee performance
- Provide ongoing performance feedback to employees
- Document client meetings, e.g. decisions made, follow up activities
- Ensure all parties understand roles and responsibilities
- Ensure signed informed consent of client is obtained
- Implement business continuity plans and procedures

P4. Monitor the service delivery to identify emerging risks

P5. Address risk situations

P6. Evaluate effectiveness of risk management strategies on ongoing basis

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Risk management strategies and techniques, e.g. risk retention, risk control, risk avoidance, risk financing

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

- A practice may face risks specific to its location and situation, e.g. adverse weather events, inability for clients to reach CDPs, reduction in government funding

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

- **Risk:** condition or factor that may result in loss or injury
- **Risk management:** continued effort to prevent loss or injury by recognizing existing and potential risks and taking reasonable and effective action to minimize likelihood and/or impact of those risks.
- **Liability:** legal responsibility for which one is accountable

Information Sources and Resources for Consideration

- None

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

- High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

- Routinely, regular course of procedure

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

- Moderate difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A career development professional requires at least one business cycle supporting risk management strategies and producing relevant reports.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: CAREER DEVELOPMENT LEADERSHIP

26.1 – Mentor Others

Purpose & Context

Career Development Professionals (CDPs) share career successes, challenges and lessons learned with mentees. CDPs support the professional growth of career development practitioners to strengthen the talent in the field.

Effective Performance

Competent career development professionals must be able to:

P1. Conduct introduction meeting:

- Share expectations, e.g. motivation, personal and career goals
- Define roles and responsibilities
- Address confidentiality, information and data sharing requirements
- Agree on details of mentorship, for example:
  - Duration, e.g. three, six, twelve months
  - Time commitment
  - Frequency of meetings, e.g. weekly, monthly
  - Meeting formats, e.g. in-person, phone, email
  - Location of meetings
  - Duration of meetings
  - Meeting cancellation process
- Clarify special needs and circumstances

P2. Prepare mentorship agreement

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P3. Conduct research to support mentee's goals, for example:

- Identify resources
- Reach out to colleagues and professional network

P4. Conduct needs assessment:

- Confirm mentee's professional goals
- Facilitate mentee's self-assessment
- Identify gaps in skills, knowledge and thinking
- Identify development opportunities
- Develop individual development plan (IDP)

P5. Conduct regular progress meetings:

- Ask mentee to prepare agenda for meeting
- Prepare for meeting, e.g. identify strategy to address agenda items

P6. Schedule final wrap-up meeting to establish closure:

- Share experiences and impact, e.g. refer to IDP
- Evaluate mentee's perception of the success of the mentorship, e.g. usefulness of mentorship to accomplish career goals
- Evaluate own perception on the success of the mentorship, e.g. mentee's personal growth

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Components of an individualized development plan (IDP)

K2. Legislation and procedures relevant to confidentiality and privacy, e.g. Personal Information Protection and Electronic Documents Act (PIPEDA)

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Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— None

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— None

Information Sources and Resources for Consideration

— British Columbia Ministry of Social Development and Poverty Reduction. YMCA next step mentoring program: Mentorship Best Practices Toolkit. YWCA Metro Vancouver. November 2017. https://ywcavan.org/sites/default/files/resources/downloads/Mentorship_Best_Practices_Toolkit_Oct2017_web_0.pdf

Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— Minimal risk: SOMEWHAT CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Minimal difficulty or complexity

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Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— A competent career development professional requires a minimum of two years of experience mentoring at least 3 different mentees, representing a variety of individuals.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **alone**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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COMPETENCY CATEGORY: OUTREACH AND LEADERSHIP

COMPETENCY AREA: CAREER DEVELOPMENT LEADERSHIP

26.2 – Lead Change

Purpose & Context

Career development professionals (CDPs) recognize the need for change to achieve business outcomes. CDPs build a change management strategy that engage people within the organization to ensure a successful implementation.

Effective Performance

Competent career development professionals must be able to:

P1. Identify areas for improvement, for example:

- Analyze performance measurement data
- Consult employees
- Consult stakeholders, e.g. employers, clients, community partners

P2. Look for innovative strategies to advance business objectives, solve issues, and address challenges, for example:

- Identify solution(s) to improve function, process or procedure
- Review trends in service delivery
- Consult employees to generate ideas on challenges
- Select change management approach, e.g. Kotter's 8-Step Process for Leading Change

P3. Prepare business case for proposed change, e.g. reason for proposed change, scope and impact, costs and benefits, desired business outcomes

P4. Secure buy-in from executive team, e.g. allocation of financial, human and material resources

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P5. Establish change management team, e.g. representative group of employees at all levels and across functional areas

P6. Develop a change management implementation plan:

- Identify key project phases
- Develop action plan
- Set milestones
- Identify key resource, e.g. people, equipment, materials
- Schedule milestone project review

P7. Develop a communication strategy, for example:

- Identify key information to be shared
- Identify communication medium, e.g. newsletter, website
- Develop schedule of information messages
- Measure success of communication

P8. Meet with employees to launch the initiative:

- Present the change management team
- Explain change, e.g. need for change, extent of the change required, measures of success
- Share business case
- Describe project plan, e.g. phases, timelines, roles and responsibilities
- Engage employees in sharing concerns and ideas

P9. Monitor the implementation:

- Schedule formal review of projects, e.g. weekly for complex projects, monthly for straightforward initiatives
- Track progress

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— Take corrective actions, as needed

P10. Measure the implementation success, for example:

— Increased level of client satisfaction

— Reduction of time to find work

— Increased level of stakeholder engagement

P11. Adjust implementation plan, as required

Knowledge & Understanding

Competent career development professionals must know and understand:

K1. Change management frameworks, e.g.. principles, types and stages of change

K2. Project management

Contextual Variables

Competent career development professionals must be able to perform this competency in the following range of contexts:

— Nature of the change may impact the challenges of implementing change, e.g. introducing a new process, service restructuring.

— Change is disruptive and may create an environment of uncertainty and fear and lead to resistance from employees, clients and other stakeholders.

Glossary & Key References

Terms

Industry-specific terms contained in the standard defined here, where applicable.

— Business case: justifications and net benefits for undertaking a project, program or course of action.

Information Sources and Resources for Consideration

— None

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Context Rating Scales

Criticality

Q: What is the consequence of a professional being unable to perform this skill according to the standard?

— High probability of risk: VERY CRITICAL

Frequency

Q: How frequent and under what conditions is this skill performed?

— Circumstantially, e.g. per project, when a specific event arises

Level of Difficulty

Q: Under routine circumstances, how would you rate the level of difficulty in performing this skill?

— Moderate difficulty or complexity

Time Required to Gain Proficiency

Q: What is the average length of time or number of repeated events that are minimally necessary for an individual to become proficient in performing the skill to the standard?

— To be fully proficient in this competency, a career development professional should have three years experience participating in change management initiatives in a position of leadership.

Autonomy

— Practitioners typically perform this competency **without supervision**, and **as part of a team**.

Automation

— It is **unlikely** that this competency will automate.

Requisite Work Aids, Tools, Equipment or Materials

— None

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